YEAR 4: General Education Program Assessment Report

2016-2017 Integration Level
General Education Committee

Prepared by Assessment Coordinator, 11/30/2017

INTRODUCTION

This report seeks to provide a summary of the Integration Level assessment findings for courses taught in the fall of 2016 and spring of 2017, document the actions taken related to the GEP assessment during the 2016-17 academic year as well as summers of 2016 and 2017, and finally, list recommendations for the 2017-2018 academic year which is a reflection year in the GEP assessment process.

The General Education Program Assessment process for Year 4 (Integration Level) followed the procedures described in Step 6 of the University Handbook by asking Integration Level instructors who are teaching courses with Communication in the Major, Capstone Experience and Interdisciplinary Studies designations to submit program or course portfolios. Additionally, Qualtrics surveys were sent to programs and instructors who offered Experiential Learning activities or courses. Instructors, who prepared program and course portfolios, were required to explain the alignment of the representative courses in these categories to the General Education category learning outcomes, provide assessment results of student learning related to at least one of these learning outcomes, reflect on the results, describe a plan for addressing the results to impact and improve student learning, and finally, in case of program portfolios, connect these findings to the Program or Major.

To review the portfolios, three Faculty Learning Communities (FLC) were formed. Comprised of 4 – 6 members from each Integration Level category, the FLCs reviewed all of the portfolios in their category, furnished rubric feedback to each instructor, and provided summary comments and recommendations to be used by the Assessment Coordinator for the Year 4 Assessment Report for the General Education Committee.

To prepare Integration Level instructors to successfully submit program and course portfolios, there were three two-hour and one one-hour workshops offered throughout the summer and fall of 2016 that were conducted by Todd Huspeni, Associate Vice Chancellor for Teaching, Learning, and Strategic Planning, and Karyn Biasca, Chair of the Department of Paper Science and Engineering (See Appendix). The workshops provided Integration Level instructors with descriptions of the required program or course portfolio components, examples of portfolios, and tips for successfully preparing and submitting portfolio materials.

To prepare the Integration Level Faculty Learning Community members to fulfill their responsibilities, Vera Klekovkina, 2016-2017 Interim Assessment Coordinator, provided a series of three professional development sessions in Spring 2017, demonstrating how to review the program or course portfolios, complete a revised version of the portfolio rubric (a scoring D2L rubric) with feedback to the instructor, and, in the final session, reflect on their experiences serving on an FLC by sharing the "Faculty Learning Community Summary Report Template" with their comments about the assessment process and recommendations for improvements. All materials, PowerPoint slides, and video recording of the first training session were shared at the informational meetings and made available on a FLC D2L site for everybody's access and consultation.

To accommodate several departments that had Communication in the Major and Capstone Experience courses offered only during the spring semester, the portfolio collection process was extended to Spring 2017, with a final submission deadline of July 1, 2017. This change triggered a prolongation of the portfolio review process, necessitating help from four FLC members after the end of the academic year throughout the summer of 2017.

OVERVIEW OF ONGOING ASSESSMENT EFFORTS

Effectively implementing Year 4 of the General Education Program Assessment Process required the same multi-faceted approach carried out in Years 1-3, with a heavy emphasis on professional development and revising and refining the assessment process based on the results and feedback from Years 1-3. The Integration Level required all programs at UWSP (30) to submit both Communication in the Major and Capstone Experiences program portfolios, as well as had 11 course instructors submit Interdisciplinary Studies course portfolios. Chairpersons, as well as course instructors, needed to understand the essential components of the program and course portfolios.

The overview that follows captures steps undertaken to assure continuous assessment efforts at UW-Stevens Point from summer 2016 to summer 2017.

Summer/ Fall 2016 – Preparation for Integration Level Portfolio Submission
   a. Changes made to portfolio templates to reflect program versus course portfolios
   b. Changes made in format submission – PDF portfolio rather than an e-portfolio were encouraged
   c. Changes made to D2L Integration Level sites in three categories
   d. Compilation and distribution of a Qualtrics survey for Experiential Learning (prepared by Todd Huspeni and Paula DeHart, 2011-2016 Assessment Coordinator)
   e. Year 3 report compiled and submitted to GEC on GEP Assessment of Sidebar Level: Cultural and Environmental Awareness, as well as a report of the second round of assessment of Wellness – Foundation Level Category (prepared by Vera Klekovkina)

Spring 2017 – Portfolio Collection & Evaluation
   a. GEC working group, comprising of three GEC members and chaired by the Interim Assessment Coordinator, revised the FLC feedback rubric. They transformed it into a scoring rubric with instantaneous feedback on whether the portfolio meets, develops towards, or does not meet the GEP expectations.
   b. The rubric was vetted and approved prior to the FLC training but additional technical improvements were made during the first FLC training session.
   c. GEC working groups on revising learning outcomes for the Sidebar Level Categories: U.S. Diversity, Global Awareness and Environmental Responsibility
   d. Considering ever-increasing and time-consuming efforts of portfolio evaluations while working in concert with the Assessment Subcommittee, GEC supported its efforts to look for an electronic assessment management system (AMS) to facilitate the Program as well as GEP assessment processes at UWSP.
   e. GEC members were invited to attend Demo series, organized by the Interim Assessment Coordinator, on May 19, 2017 to evaluate four different vendors of AMS:
      - CampusLabs (http://www.campuslabs.com/),
      - Taskstream and Tk 20 (https://www1.taskstream.com/),
      - Xitracs (http://www.xitracs.com/), and
      - LiveText (https://www.livetext.com/).

Summer 2017 – Intensive Work by FLCs to Finalize Portfolio Evaluation & Revision of GEP
   a. Evaluation of the portfolios received after July 1 deadline. Intensive work with volunteers from the FLC groups to finish the evaluation and drafting of the summary reports for each Integration Level Category.
   b. Year 2 report completed in tandem with the former Assessment Coordinator
   c. Adoption of Campus Labs as our electronic assessment management platform
   d. Drafting proposals for policy changes in light of adoption of Campus Labs for portfolio resubmission process (for developing towards or not meeting the GEP expectations)
   e. Summer working group on common rubrics in light of adoption of Campus Labs
   f. GEC summer working groups on revising LOs for the Sidebar Level Categories (cont.)
   g. GEC working group with the Provost on repackaging of the GEP program to demarcate clear paths that students can choose to enhance their educational journey at UWSP
   h. GEC working group on first-year experience
   i. Assessment Coordinator reviews 50 surveys submitted for the Experiential Learning Category
   j. Assessment Coordinator's professional development – completion of professional webinars on assessment in Student Affairs to better coordinate campus-wide assessment efforts:
      a. "How Youngstown University is Implementing Co-Curricular Assessment"
      b. "2017 Student Success Survey Results"

Fall 2017
   a. Finalizing revisions of the learning outcomes for the Sidebar Level Categories: U.S. Diversity, Global Awareness and Environmental Responsibility.

SUMMARY OF PORTFOLIO AND SURVEY SUBMISSIONS

The table below summarizes the number of portfolios and surveys submitted in each Integration Level Category and the total number of students assessed in their courses.

TABLE 1: SUMMARY OF PORTFOLIO SUBMISSION DATA

	Communication in the Major Program Portfolios	Capstone Experience Program Portfolios	Interdisciplinary Studies Course Portfolios	Experiential Learning Surveys (Courses & Activities)	TOTAL
Portfolios / surveys submitted:	32	29	11	50	122
Students assessed:	1220	801	448	639	3,108

Communication in the Major Program Portfolios (40 courses, 29 programs, 32 portfolios)

Twenty-nine programs assessed forty courses for the Communication in the Major GEP Category: Art 492; Biology 490 & 270; Business 300 & 301; Chemistry 355 & 335; Communication 201; Communication Sciences and Disorders 360; Computing and New Media Technologies 410; Education 310; English 385 & 201 ; French 340; Geography 490; Health Promotion/Wellness 300 & 420 ; Health Science 360, 385 & 490; History 300; Interior Architecture 410; Math 300 & 381; Music 379 & Music Education 201; Natural Resources 320 & 368; Paper Science and Chemical Engineering 350; Philosophy 480; Physics 315 & 470; Political Sciences 498; Psychology 200; Sociology 301; Soil 461; Theatre 452; Water 390 & 493; and Wildlife 350.

Capstone Experience Program Portfolios (31 courses, 28 programs, 29 portfolios)

Twenty-eight programs assessed thirty-one courses for Capstone Experience GEP Category: Art 492; Biology 490 & 270; Business 480; Chemistry 446; Communication 400 ; Communication Sciences and Disorders 495; Computing and New Media Technologies 480; Education 400; English 494; Forestry 444; Geography 490; German 495; Health Promotion/Wellness 450; Health Science 490; History 490; Interior Architecture 420; Math 381; Music 162-762; Natural Resources 482; Paper Science and Chemical Engineering 484 & 486; Philosophy 490; Physics 470; Political Science 498; Psychology 490; Sociology 494/495; Soil 461; Theatre 497 & 452; and Water 493.

Interdisciplinary Studies Course Portfolios (11 courses, 8 programs, 11 portfolios)

Eight programs assessed eleven courses for the Interdisciplinary Studies GEP Category: Business 340; English 240 & 347; Health Science 320, 385 & 410; Math 310; Natural Resources 372/572; Political Science 391; Psychology 325; and Religious Studies 363.

EVIDENCE OF STUDENT LEARNING

The table below summarizes the number of students whose academic performance was assessed specifically for each learning outcome in the Integration Level Categories. The data reveals that most of the students demonstrated satisfactory achievements in all four categories.

Table 2: Summary of findings from the review of portfolios pertaining to student learning

LO#	Upon completing this requirement, students will be able to:	# of students assessed	# of portfolios/ surveys assessing the LOs	% meeting the LOs
	Communication in the Major			
LO 1	Apply discipline-specific standards of oral and written communication to compose an articulate, grammatically correct, and organized presentation/piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, and audience.	1188	**31**	**85%**
LO 2	Critique their own and others' writing/oral presentations to provide effective and useful feedback to improve their communication.	159	**7**	**91%**
	Capstone Experience			
LO 1	Complete a project that integrates knowledge, skills, and experiences related to those General Education Program Outcomes appropriate to the discipline.	776	**27**	**94%**
LO 2	Demonstrate skills, processes, and resources needed to make a successful transition from college to the world beyond.	320	**13**	**98%**
	Interdisciplinary Studies			
LO 1	Identify an issue or question related to the interdisciplinary course(s), and describe what each discipline contributes to an understanding of that issue.	401	**10**	**87%**
LO 2	Explain the benefits of being able to combine these contributions.	250	**6**	**76%**
	Experiential Learning			
LO 1	Complete an approved experiential learning project.	639	**50**	**97%**
LO 2	Reflect on the experiential learning project in order to gain further understanding of their university education, and an enhanced sense of one's personal responsibility as a member of a larger community.	639	**50**	**97%**

INSTRUCTION REVIEW

The Faculty Learning Community assessed in 2016-2017 seventy-two program and course portfolios. The Assessment Coordinator reviewed fifty Experiential Learning Courses (XL) and Experiential Learning Activities (ELA) surveys. The portfolios and surveys examined the assessment results of learning activities that involved 3,108 students. Taking into consideration that the Integration Level Categories have been assessed for the first time since the implementation of the GEP Assessment Cycle launched in 2011, the results demonstrate positive findings: overall, UWSP students are meeting the GEP learning outcomes and UWSP instructors are aligning their courses with the learning objectives of the General Education Program.

To preserve the anonymity of the instructors involved, the table below (TABLE 3) combines the summary data from FLC Feedback Rubrics for program and course portfolios for each category as well as the overall results. It illustrates that the majority of instructors completed all required components of the course portfolio and received positive feedback from the Faculty Learning Community. Still there is room for improvement (See Appendix for detailed summaries for each category). During this round of assessment, program/course portfolios (which were deemed developing towards meeting the expectations specified in the feedback rubric, or did not meet these expectations) received a notification requesting them to complete a "Required Follow-up to FLC Feedback on GEP Assessment" survey. However, due to campus adoption of an electronic assessment platform – Campus Labs – in summer of 2017, the requirement for resubmission of portfolio is postponed until the GEC makes necessary changes to its current policies to align with the new platform.

TABLE 3 illustrates that the areas for future improvement are "Explanation for Alignment", "Assessment Criteria", "Learning Activities", "Assessment Results and Interpretation", "Future Plans", and "Connecting the Findings to the Program/ Major" for program portfolios. The FLC members felt that the alignment between GEP and course learning outcomes should be made more explicit and that the learning activities should target more directly the GEP learning outcomes. They also stressed that assessment results need to be sufficiently explained and quantifiable.

TABLE 3 does not present information for the Experiential Learning Category because the surveys, distributed to the participating programs, did not include the same components as the program and course portfolios. For a breakdown of the assessment results from the experiential learning surveys, refer to the "Experiential Learning Surveys" section of this report (p. 14).

Detailed FLC comments and recommendations for the program and course portfolios, directly quoted with their permission, follow TABLE 3.

TABLE 3: SUMMARY OF PROGRAM & COURSE PORTFOLIO RUBRIC DATA FROM FLC FEEDBACK PER GEP CATEGORY

	Communication in the Major			Capstone Experience			Interdisciplinary Studies			
	Meeting	Developing Towards	Not Meeting	Meeting	Developing Towards	Not Meeting	Meeting	Developing Towards	Not Meeting	
1. Explanation of Alignment	50%	41%	9%	59%	38%	3%	64%	9%	27%	
2. Course Syllabus	100%	0%	0%	100%	0%	0%	100%	0%	0%	
3. Description of Assessment	75%	19%	6%	83%	17%	0%	64%	36%	0%	
4. Assessment Criteria	53%	47%	0%	69%	31%	0%	64%	9%	27%	
5. Rubrics	88%	0%	13%	90%	0%	10%	100%	0%	0%	
6. Learning Activities	59%	38%	3%	66%	34%	0%	55%	18%	27%	
7. Assessment Results and Interpretation	44%	41%	16%	52%	45%	3%	64%	27%	9%	
8. Charts, Graphs, etc.	84%	0%	16%	83%	0%	17%	91%	0%	9%	
9. Optional Feedback Mechanism Results	28%	0%	72%	24%	0%	76%	36%	0%	64%	
10. Future Plans/ Plans for Improvement	44%	41%	16%	69%	28%	3%	55%	27%	18%	
11. Samples of Student Work	69%	13%	19%	62%	14%	24%	64%	9%	27%	
12. Connecting Findings to the Program/Major	63%	25%	13%	59%	24%	17%				TOTAL
Number of Students Assessed	1,220			801			448			2,469
Number of Portfolios Assessed	32			29			11			72

GRAPH A: Program and Course Portfolios Meeting GEP Expectations of Selected Criteria from FLC Feedback per GEP Category
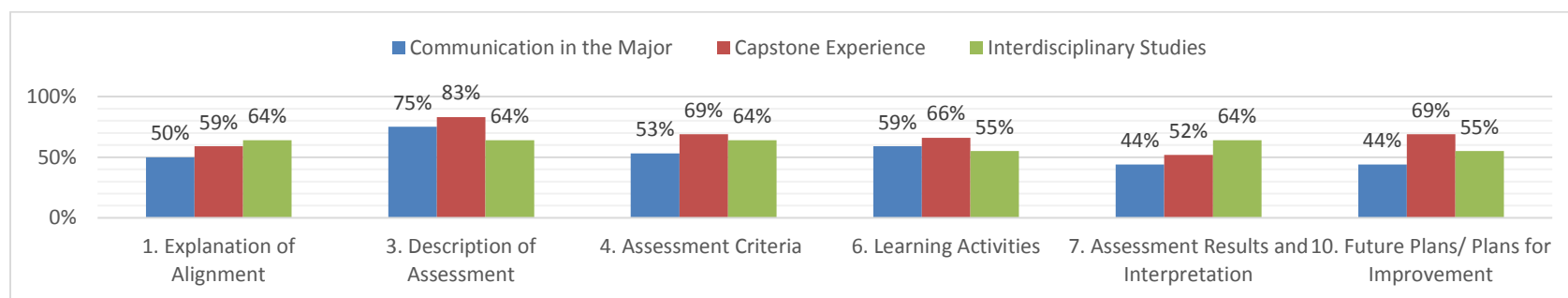
QUALITATIVE FEEDBACK FROM THE FACULTY LEARNING COMMUNITY

Three groups from the Faculty Learning Community reviewed all program and course portfolios, completed a D2L Portfolio Scoring Rubric for each instructor, and discussed completed rubrics for each instructor prior to releasing the feedback for the instructors' viewing.

Although the numbers seem reassuring (on average, 86% of submitted program and course portfolios either meet or develop towards meeting expectations), the qualitative feedback, provided by the FLC members, sheds a more discriminating light on the assessment results and the suggested changes in the assessment process. Here are some quotes from the FLC feedback summary reports for each category.

Communication in the Major

Communication in the Major FLC observations and recommendations include:

Is it important to include the GEP Learning Outcomes (LO) on the syllabus or not? This should be clarified. It is unclear why communication in the major is a general education program requirement, when it is housed within majors, for majors. It's recommended that the committee discuss why this is required as a GEP.

The vast majority of portfolios are addressed the first LO, not the second (critique your own and others); however, the critiquing your own and others generally involves a higher level of critical thinking. The examples of student work and assignments that were assessed were often summative, not formative. There should be evidence of growth, which requires establishment of a baseline. Assessment results would be more informative if a baseline assessment is reported. If one summative assignment satisfies Communication in the Major, without evidence of growth, then does it really meet the learning outcome? Development of communication skills requires revision.

Special FLC comments by Coordinator for Written Communication in the Major

After participating in the Integration Level GEP Assessment process as a FLC member, I would like to share a few observations and recommendations. First, however, I would like to thank the other FLC members as well as the faculty members who completed assessment portfolios for all their hard work […].

Having read, discussed, and/or evaluated most of the portfolios submitted for review, there are some things that stood out to me that might be helpful in thinking about future assessments and that might be relevant to the GEP committee as it evaluates the CM program in light of this year's assessment.

1. Our faculty are taking seriously their commitment to teach discipline-specific communication strategies and standards that follow the CM learning outcomes. Although there might be room for improvement in some areas, they are offering many well-designed and creative assignments, activities, and assessment strategies that contribute to student learning. This is an encouraging outcome of this assessment process […].

2. The scores given to portfolios might not fully reflect the amount or quality of instruction that seems to be taking place in CM courses. As we discussed in our FLC, there were quite a few portfolios that provided incomplete information (e.g., only reporting on written and not oral communication, leaving out discussions of LO#2) or that misunderstood the instructions. Some of this, of course, was likely the result of good old-fashioned procrastination and failure to read the instructions. But I think some of the confusion might actually come from the Learning Outcomes themselves:

    a. <u>Written vs. Oral Communication</u>: LO#1 asks departments to address both written and oral communication, and the portfolio assessment requested instructors to report on both in their comments. Several departments submitted portfolios in which instructors do an excellent job of teaching and assessing both. However, there seems to have been a strong gravitational pull in the direction of only reporting on one or the other, usually written communication. This may partly be related to the fact that some departments address written and oral components in different courses. <u>Recommendation</u>: it might be worthwhile to revisit the LOs to consider two separate LOs, one clearly focused on written and the other on oral communication. Departments can choose to address both in one course or in multiple courses as they see fit, and the assessment process might be simplified by keeping them separate. [See suggested revision below]

    b. <u>"Critique your own and others"</u>: LO#2 was also a problematic area in the portfolio assessment. Some departments chose to assess this one as well as LO#1, but very few focused solely on this LO for their specific assessment discussion (as allowed in the instructions). This also seems to have been the more difficult LO to assess with rigorous measures, such as rubrics and even graded work and instructor feedback. Most instructors addressed LO#2 in relatively informal workshop and discussion settings (although some did find creative ways to design writing assignments and feedback tools that could be assessed more concretely). One instructor reflected in the portfolio that even though the course had quite well-developed feedback and revision activities built into it, there is a need to make significant changes to truly assess this LO adequately—an observation that honestly applies to most departments when it comes to LO#2.

One reason this confusion exists, in my opinion, is that LO#2—"Critique your own and others' writing and oral presentations to provide effective and useful feedback to improve communication skills"—is not really a "learning outcome." It is a valuable teaching strategy, a means to the end of a learning outcome—" to improve communication skills," which is addressed in LO#1—but it is not clearly a *discipline-specific* end in itself, as in the case of LO#1. Actually, all students begin college with this ability to critique their own and others' writing ("This sucks, it's boring"), but what they need to learn in our courses is how to apply appropriate criteria for college-level communication, and internalizing / being able to articulate those criteria is the real learning outcome we are looking for.

I can see why this might have been included as a learning outcome: it echoes language in the Foundation Level LOs for Written and Oral Communication. One problem, though, of essentially repeating the same LO in all of these courses is that it suggests that we are assuming that students will fail to learn how to "critique" in these Foundation Level courses (ENG 101, 202, COMM 101), despite that being a stated learning outcome in all three courses. <u>Recommendation</u>: At the very least, we need to revise LO#2 for CM to reflect a focus on discipline-specific critique, perhaps focusing more on the discipline-specific standards and criteria that students would need to understand in order to make constructive critiques. Or we could eliminate it altogether. [See suggested revision below]

3. <u>Visual Communication</u>: This is not so much a problem area as a potential opportunity. In one portfolio, the instructor drew attention to the importance of visual communication and included a separate rubric for poster presentations in addition to rubrics for written essays and oral presentations. Various forms of visual communication (poster presentations, mathematical formulas, charts and graphs, etc.) are important forms of disciplinary discourse in many (if not all?) academic fields. If LOs are revised at all, we should consider how to incorporate visual communication. [See suggested revision below]

4. <u>Reporting format</u>: Our FLC discussed ways that we might tweak the portfolio reporting format to make the process more clear and user friendly. If it is helpful to have a common rubric, or at least general rubric template, that we can ask all departments to use in their reports, I would be glad to work with the Assessment Coordinator to develop it.

5. <u>Managing certification</u>: One result of this assessment process that surprised me somewhat is the number of instructors who teach CM courses and who submitted course materials for portfolios who don't appear to be certified to teach CM courses. There are at least 7 instructors who fall into this category. I will need to work with them to make sure that they get the required certification.

Overall, this was a helpful process to gain a snapshot of what Communication in the Major looks like across the curriculum.

Suggested revision of CM LOs:

Upon completing this requirement, you will be able to:

1. Understand discipline-specific criteria for evaluating works in representative communication genres in order to engage with important works in your field and/or to critique your own and others' writing.
2. Apply discipline-specific standards of oral communication to compose and present a well-delivered, visually effective, and organized presentation with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, and audience.
3. Apply discipline-specific standards of written communication to compose a grammatically correct, visually effective, and organized written text with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, and audience.

Capstone Experience

Capstone Experience FLC observations and recommendations include:

The biggest issue our Capstone FLC encountered was interpretation of the wording of the first Capstone Learning Outcome. It reads: *Complete a project that integrates knowledge, skills, and experiences related to those General Education Program Outcomes appropriate to the discipline.*

It is our interpretation that the "General Education Program Outcomes" (underlined above) refers to the "Four Overarching General Education Program Learning Outcomes" which read:

Upon completion of the GEP curriculum, students will be able to:

1. *Demonstrate critical thinking, quantitative, and communication skills necessary to succeed in a rapidly changing society.*
2. *Demonstrate broad knowledge of the physical, social, and cultural worlds as well as the methods by which this knowledge is produced.*
3. *Recognize that responsible global citizenship involves personal accountability, social equity, and environmental sustainability.*
4. *Apply their knowledge and skills, working in interdisciplinary ways to solve problems.*

If those four General Education Program Outcomes are what the first Capstone LO is referring to, then all but one of the portfolios missed the mark. Ultimately, we gave those portfolios full credit in the appropriate categories if they made a strong effort to show alignment of their capstone

with many of the other aspects of the GEP (in lieu of the four overarching GEP LOs). It is our FLC's recommendation to put explicit language into the portfolio instructions, portfolio template worksheet and possibly even the 1st Capstone LO itself, that the first Capstone LO is supposed to refer to the four overarching GEP LOs.

Generally speaking, the portfolios met the requests of the Assessment instrument. The GEP assessment instrument should emphasize the need for greater detail in the departments' explanations of results and require supporting figure/tables. This would be helpful in demonstrating students' success it attaining the GEP Capstone LOs and, in turn, create a better understanding of each department's alignment and assessment of their GEP needs.

The revised "portfolio" approach seems to work just fine without the added layer of the D2L ePortfolio interface used in the past. Just using the dropbox is sufficient. It was; however, difficult to find the pertinent information to evaluate the portfolio when all of the documents were appended into one long pdf file. The order of components was not always consistent among portfolios and useful information was frequently buried deep in the document making evaluation more laborious than with a ePortfolio. It was easiest when the portfolio template was uploaded as a separate document and the supporting files (syllabus, student work, etc.) all added as separate documents.

The bigger issue is with the portfolios and the process is the mismatch between the portfolio template, the sample portfolio assessment rubric and the D2L rubric used for scoring the portfolios. The ordering of each is slightly different, making it difficult for instructors to use the sample rubric as a guide when filling out the template, and making it difficult for FLC reviewers to match the D2L rubric to the template. If this approach is to be used again in the future, it would be useful to make sure all three of the documents are organized the same and use the same language.

The syllabi that included the GEP LOs and then linked them to the course learning outcomes were most effective. Well-defined rubrics were also useful. While some instructors reject grading rubrics from a pedagogical standpoint, the portfolios and capstone projects that included rubrics (and particularly rubrics for assessing the GEP Capstone LOs specifically), were most successful.

Capstone in the major courses represent a range of pedagogical approaches that vary by discipline and program. Some use internships, others have practicums, others involve a research project or professional caliber paper. Several programs use the capstone as a credentialing tool in the discipline. In all instances the most successful capstone experiences were ones where the students had frequent interaction and feedback from the faculty mentor/instructor and from peers.

Instructors tended to focus more on how they graded the students rather than how they assessed their performance in regards to the GEP LOs. As we proceed with our assessment approach, instructors will hopefully become more attuned as to what the expectations are. Instructors tended to focus on outcomes that were successful. Limited information was provided as to failed outcomes (any why).

It appears that many of the capstone courses existed as capstone or summary experiences before the creation of the GEP capstone category. As such, the majority of these courses in essence have been "grandfathered" into the GEP. For this reason, most of these courses do not specifically address the GEP Capstone LOs on their syllabi or supporting materials made available to students. Moreover, these courses have not benefitted from the "backward design" approach of creating a capstone experience with the GEP Capstone Learning outcomes in mind. The process of completing the GEP Capstone course assessment and portfolio has been helpful to a number on instructors in identifying areas where their courses may not be fulfilling all the expectations of the General Education Program. With that said, the majority of instructors have been pleased with the success of their capstone experiences in making sure students have achieved the overarching General Education Program outcomes and in preparing students for graduate school or the professional workforce.

Interdisciplinary Studies

Interdisciplinary Studies (IS) FLC observations and recommendations include:

There are still many issues with the clarity and meaning of the Learning Outcomes for the category of Interdisciplinary Studies. We may consider rephrasing, retooling, or even re-conceptualizing what we really want students to be able to do upon completion of this requirement. In addition, it seems that the instructor's training matters greatly here. In addition, we raised the issue of whether we should be consulting the original application materials to see if instructors actually followed through on their proposed ideas.

The questions of instructor's qualifications remains at the forefront of our considerations of how successfully interdisciplinary courses could be taught. The second major concern involves assessment results: if the course assignments do not clearly match IS learning outcomes, then how can the assessment results from such assignments be used to demonstrate student achievement of the IS LOs? Even if the results indicate they have met the instructor's expectations due to the assignment description and directions, it is unclear how the results can indicate student learning of two different disciplines and methodologies that an IS course aspires to cover.

There is still a sense in many of the reviewers' comments that the portfolios do not always emphasize clearly how the learning experiences directly address the Interdisciplinary Studies LOs, namely that the students must be able to describe how each discipline contributes to an understanding of the interdisciplinary issue at hand, AND again focusing on student output not professor input, the students must be able to explain the benefits of combining disciplinary approaches. Reviewers also felt that in many cases in order to do this explaining and describing of different disciplines, the course must create learning activities that address threshold concepts and skills from the respective Investigation Level learning outcomes.

EXPERIENTIAL LEARNING SURVEYS

Both the UW System Shared Learning Goals and UWSP General Education Program are based on the principles developed by the Liberal Education and America's Promise (LEAP) initiative, launched in 2005 by the Association of American Colleges & Universities. This national public advocacy and campus action initiative "responds to contemporary demands for more college-educated workers and more engaged and informed citizens" (https://www.aacu.org/leap). Service and Community-Based Learning is one the LEAP principles and it inspired the format of the UWSP Experiential Learning courses and activities, determined by the General Education Program (See Appendix, "Master Document for General Education Program Experiential Learning").

Fifty Experiential Learning Courses (XL) and Experiential Learning Activities (ELA) surveys were submitted in 2015-2016. Among these 50 there were 27 surveys for XL and 23 for ELA, involving 509 and 130 students respectively.

- The 27 XL surveys were submitted by 14 academic programs and involved the following courses: Art 492 & 419; Coaching 398; Communication 485 & 480; Dance and Theatre 226 and 426; Education 205/370 & 301/501 & 205; English 347; Foreign Language Education 398 & 397; Health Promotion/Wellness 450; Health Science 490 & 498 ; Human Development 397; Nursing 455; Paper Science & Engineering 300; Psychology 399 & 490 & 494/495; Social Work 494/ 495; and Sociology 493.

- The 23 ELA surveys came from the following participating programs from both the Academic Affairs and Student Affairs divisions: Department of Biology, Department of Chemistry, Department of Computing and New Media Technologies, Department of English, Department of Geography and Geology, Office of Multicultural Affairs, Department of Physics and Astronomy, Department of Psychology, School of Business and Economics, Department of Sociology and Social Work, and Veteran Services.

490 out of 509 XL students (96%) and 128 out of 130 ELA students (98%) met both learning outcomes for the Experiential Learning GEP Category. The combined results for student learning in these courses and activities are recorded in TABLE 4 and GRAPH B.

TABLE 4: EXPERIENTIAL LEARNING
Assessment of Student Learning

GRAPH B

	# of students assessed for LO	# of surveys assessing LO	% of students MEETING LO	% of students NOT MEETING LO
EA LO#1	639	50	97%	3%
EA LO#2	639	50	97%	3%

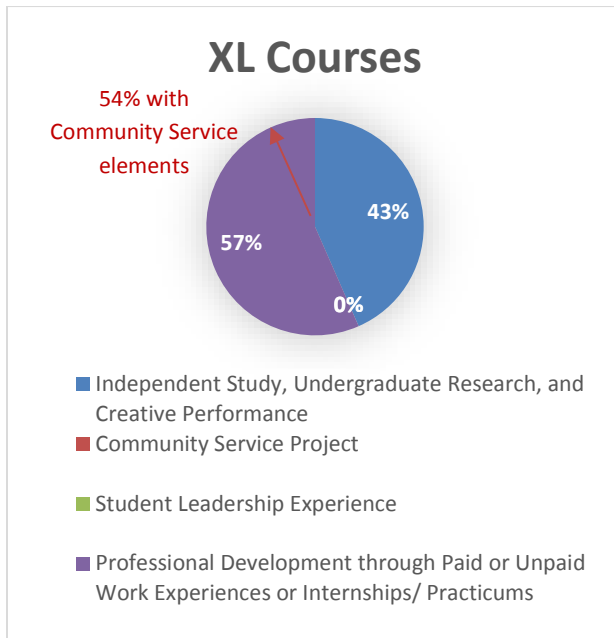**Total number of students assessed in this category =** 639
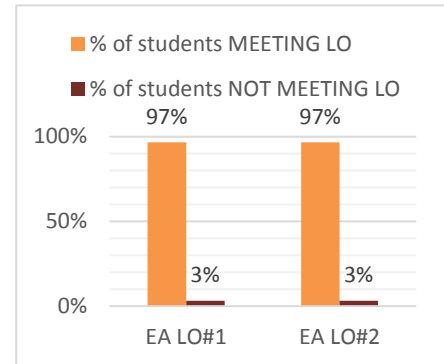
In accordance with the GEP recommendations, there are four general types of experiential learning in which our students can engage in during their studies at UWSP. Based on the 2015-2016 surveys, students were involved mostly in two general types: "Independent Study, Undergraduate Research, and Creative Performance" and "Professional Development through Paid or Unpaid Work Experiences or Internships/ Practicums."
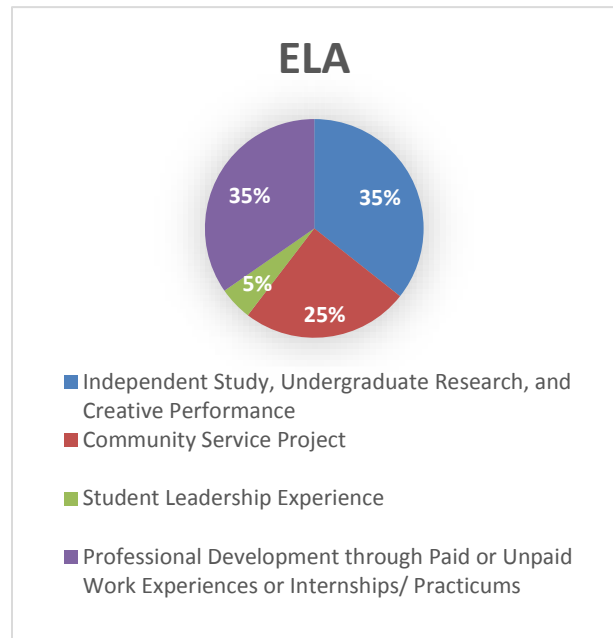
TABLE 5: TYPES OF EXPERIENTIAL LEARNING

Types of Experiential Learning	Experiential Learning Courses (XL)		Experiential Learning Activities (ELA)	
	#of students	%	#of students	%
Independent Study, Undergraduate Research, and Creative Performance	221	43%	47	36%
Community Service Project	273*	54%	32	25%
Student Leadership Experience	0	0%	6	5%
Professional Development through Paid or Unpaid Work Experiences or Internships/ Practicums	288	57%	45	35%

GRAPH C

XL Courses

54% with Community Service elements

- Independent Study, Undergraduate Research, and Creative Performance (43%)
- Community Service Project (0%)
- Student Leadership Experience
- Professional Development through Paid or Unpaid Work Experiences or Internships/ Practicums (57%)

GRAPH D

ELA

- Independent Study, Undergraduate Research, and Creative Performance (35%)
- Community Service Project (25%)
- Student Leadership Experience (5%)
- Professional Development through Paid or Unpaid Work Experiences or Internships/ Practicums (35%)

Note *: The overwhelming majority of the professional internships or practicums in XL courses involved community service aspects as students were required to teach in public schools or complete their professional trainings at the local community organizations such as the United Way, YMCA, CAP Services, Boys and Girls Club, Portage County Health and Human Services, Oneida County Health Department, etc.

QUALITATIVE FEEDBACK FROM STUDENTS INVOLVED IN EXPERIENTIAL LEARNING COURSES AND ACTIVITIES

XL and ELA surveys cited 389 quotes from students, grouped in the following two categories:

- ☐ The Experiential Learning project helped students gain further understanding of their university education. (141 quotes from XL survey and 55 quotes from ELA survey)
- ☐ The Experiential Learning project helped students gain an enhanced sense of one's personal responsibility as a member of a larger community. (141 quotes from XL survey and 52 quotes from ELA survey)

In general, students commented on the following benefits of the experiential learning projects they carried out in XL courses or in EL activities:

- Students felt excited to apply the knowledge acquired in the classroom in a professional setting.
- They felt that this experience helped them develop more confidence in themselves as they were able to successfully navigate unscripted, and therefore often stressful, situations.

- They gained a better self-understanding and an increased awareness of the needs of others, be they clients, employers, political stakeholders, public, etc.
- They felt reaffirmed in their career choice and/or felt excited about applying for jobs after school.
- They could imagine how they would fit within the professional field of their choice and how they could potentially change it.
- They realized that they have been prepared for the work force during their years at UWSP.
- They reevaluated the importance of general education and its direct application to their career and their future in the work force.

Although all of the 389 quotes are significant for understanding of the overwhelmingly positive impact such courses and activities have on our students, here are some of the quotes, illustrating this positive effect.

One student succinctly summarized what many echoed in their comments that after completing the professional internship or the EL activity, they felt that the years spent studying and learning at UWSP had direct relevance to their professional future:

"...my overall experience at UWSP had prepared me for the professionalism of the CO-OP. I saw the benefits of a higher education, as the administration and engineers I worked with displayed qualities of flexibility, open mindedness, and elasticity in the face of adversity. The time management and prioritization skills I acquired at UWSP also illustrated professionalism as I worked on and oversaw numerous projects simultaneously. I now realize my education is more than the grades I seek, but the experience and skills I obtain through struggle and success prepare me for my career."

Students felt energized by their EL experiences and realized that they look forward to the future, as this student's sentiment demonstrates: "I can't wait to start looking for my first job and impress them with all of these great skills I have gained through this experience." Many students also felt reaffirmed in their career choices: "When reflecting on my internship this semester I can say that I am very thankful for the opportunity and the experience it provided. For a while now I have been thinking about becoming a school counselor and now I know that it is my career of choice." Another student commented, "This experience [practicum] just made me even more excited to become a teacher."

Having participated in practicums that involve community service elements, students can imagine not only how their future career might unfold but also, and more importantly, how community-based projects can shape a different future for their profession. For instance, one of the students involved with the Baby-Friendly Initiative for breastfeeding mothers launched in St.

Michael's Hospital, commented that "This capstone project can be applied to the role of a baccalaureate prepared nurse because it has provided me with a firm understanding of ways to implement changes that are system-wide in a hospital setting."

Better understanding of others and having had a positive impact on someone else's life could be seen in this quote, "The craziest things can happen when you go out of your way to help an individual, you may gain some type of new knowledge you never knew before, find a new understanding to yourself, or even just gain a new friend. It brightens my day to know I've brightened someone else's day."

Overall, the quotes from the surveys demonstrated that students were able to see how their experiential learning projects helped them gain further understanding of their university education and an enhanced sense of one's personal responsibility as a member of a larger community. One quote summarized this sentiment particularly well:

"After 4.5 years at UWSP, I now understand the importance of taking all of those humanities and social sciences classes. Although it didn't seem like it at the time, each one of my classes taught me something important and helped to make me a better-rounded individual. I may not be an expert on much of anything, but I have become knowledgeable about many different things. I can now understand things from different perspectives. When I come across a problem in the future, I will be able to analyze it from my own perspective, a political perspective, an economical and anthropological perspective, as well as others. Regardless of how I view something, someone else will certainly view it differently, and that does not necessarily mean that either one of us is right or wrong. It just means that every situation has different angles, and all of those angles need to be taken into account when coming to a solution. These classes, as well as the integrative projects in this class, have all allowed me to become more open-minded to different things. I now go into every new situation or new topic with an open-mind, and I try not to dismiss it until I give it a real chance. Every idea and every situation is complex, and it is important to understand that. I now realize that everything during my education has led me to this point, and thinking about it now is like a 'lightbulb' moment."

GENERAL RECOMMENDATIONS

Based on the quantitative and qualitative feedback provided by the FLC members for the three categories of the GEP Integration Level - Communication in the Major, Capstone Experience and Interdisciplinary Studies, as well as the assessment results from the Experiential Learning surveys, here are the overall considerations and recommendations for the General Education Committee.

- Implement Revisions/ Changes to GEP Integration Level. Some suggestions include:
  - Revise the learning outcomes for each category, especially in light of potential changes of the General Education Program and in consideration of the FLC qualitative feedback:
    - Communication in the Major
    - Capstone Experience
    - Interdisciplinary Studies
    - Experiential Learning

  - Evaluate the viability of assessing a double set of learning outcomes for Communication in the Major where oral and written communication as well as critique of oral and written communication are required at this point. This round of assessment showed that 50% of programs have separate courses designated for oral and written communication. Only 22% of program portfolios presented assessment results for LO#2.

Communication in the Major Program Portfolios	Number	%
Portfolios with one course satisfying **both** oral and written communication	15	**50%**
Portfolios with one course satisfying both oral and written communication and assessing **both** types of communication	13	43%
Portfolios with separate courses satisfying oral and written communication	15	**50%**
Portfolios with separate courses satisfying oral and written communication and assessing **both** types of communication	7	23%
Portfolios assessing **both** oral and written communication.	21	**70%**
Portfolios assessing only oral communication	5	17%
Portfolios assessing only written communication	4	13%
Portfolios assessing **both** LOs	6	**19%**
Portfolios assessing only LO#1	25	78%
Portfolios assessing only LO#2	1	3%
Portfolios assessing **both** LOs and **both** oral & written communication that met the GEP expectations	3	**9%**
Portfolios assessing **both** LOs and **both** oral & written communication that DID NOT MEET the GEP expectations	2	**6%**

o Evaluate the viability of assessing a double set of learning outcomes for Communication in the Major **AND** Capstone Experience.

In 2015-2016, there were 11 courses satisfying both Communication in the Major and Capstone Experience GEP Requirements:

Communication in the Major	Capstone Experience
Art 492	**Art 492**
Biology 490 & 270	**Biology 490 & 270**
Business 300 & 301	Business 480
Chemistry 355 & 335	Chemistry 446
Communication 201	Communication 400
Communication Sciences and Disorders 360	Communication Sciences and Disorders 495
Computing and New Media Technologies 410	Computing and New Media Technologies 480
Education 310	Education 400
English 385 & 201	English 494
French 340	Forestry 444
Geography 490	**Geography 490**
	German 495
Health Promotion/Wellness 300 & 420	Health Promotion/Wellness 450
Health Science 360, 385 & **490**	**Health Science 490**
History 300	History 490
Interior Architecture 410	Interior Architecture 420
Math 300 & **381**	**Math 381**
Music 379 & Music Education 201	Music 162-762
Natural Resources 320 & 368	Natural Resources 482
Paper Science &CE 350	Paper Science &CE 484 & 486
Philosophy 480P	Philosophy 490
Physics 315 & **470**	**Physics 470**
Political Science 498	**Political Science 498**
Psychology 200	Psychology 490
Sociology 301	Sociology 494/495
Soil 461	**Soil 461**
Theatre 452	**Theatre** 497 & **452**
Water 390 & **493**	**Water 493**
Wildlife 350	

Many of these courses required students to produce a written work appropriate for the discipline, be it a research paper, a technical paper, case studies, or design portfolio, etc.

- Make mandatory to include GEP learning outcomes on course syllabus <u>as well as</u> a brief explanation of alignment for ALL the learning outcomes in the targeted GEP category on the course syllabus for students and other stake-holders (such as public or alumni)

- Revise policy/decisions regarding what happens when course/ program portfolios do not meet expectations for GEP designation. Some suggestions include:
  - Propose a policy change to GEC and require instructors to complete an online training prior to resubmitting a portfolio
  - Arrange a professional development workshop lead by the Center for Inclusive Teaching and Learning (CITL) to provide instructors an array of pedagogical resources, illustrating which types of learning activities and assessment tools could support the learning outcomes for the particular GEP learning outcomes

- Update Course Portfolio Rubric & FLC Feedback Rubric
  - Refine the criteria descriptions by including how much course time is dedicated to the GEP learning outcomes
  - Consider when and/or whether future program/ course portfolios will need to show evidence of meeting ALL the GEP Category Learning Outcomes
  - Consider to include overall score to the FLC feedback rubric

- Change structure and formatting for the course portfolios. Some suggestions include:
  - Adopt GEP Overarching learning outcomes as University Learning Outcomes
  - Develop templates for Campus Labs
  - Develop common rubrics for each GEP Category to allow for campus-wide data aggregation

CONCLUDING REMARKS

The GEP Assessment Process for the Integration Level was successful in revealing satisfactory student learning in these categories as well as the areas of improvement in General Education instruction that need to be addressed in the future.

APPENDIX

- Details for Communication in the Major Assessment Results
- Details for Capstone Experience Assessment Results
- Details for Interdisciplinary Studies Assessment Results
- Program Portfolio Framework for GEP Communication in the Major (CM) and Capstone in the Major (CAP) Assessment
- General Education Program Experiential Learning
- GEP Assessment: Course Portfolio Rubric Feedback for Instructors, updated
- Scoring D2L FLC Feedback Rubric
- Revised Learning Outcomes for Global Awareness and Environmental Responsibility (Common Council Resolution of 11/1/2017 approved by Chancellor on 11/07/2017)
- Revised Learning Outcomes for U.S. Diversity (GEC Meeting Minutes of 11/17/2017)

Details for Communication in the Major Assessment Results

Graph E.1: Detailed Summary of Student Learning Assessment for Communication in the Major
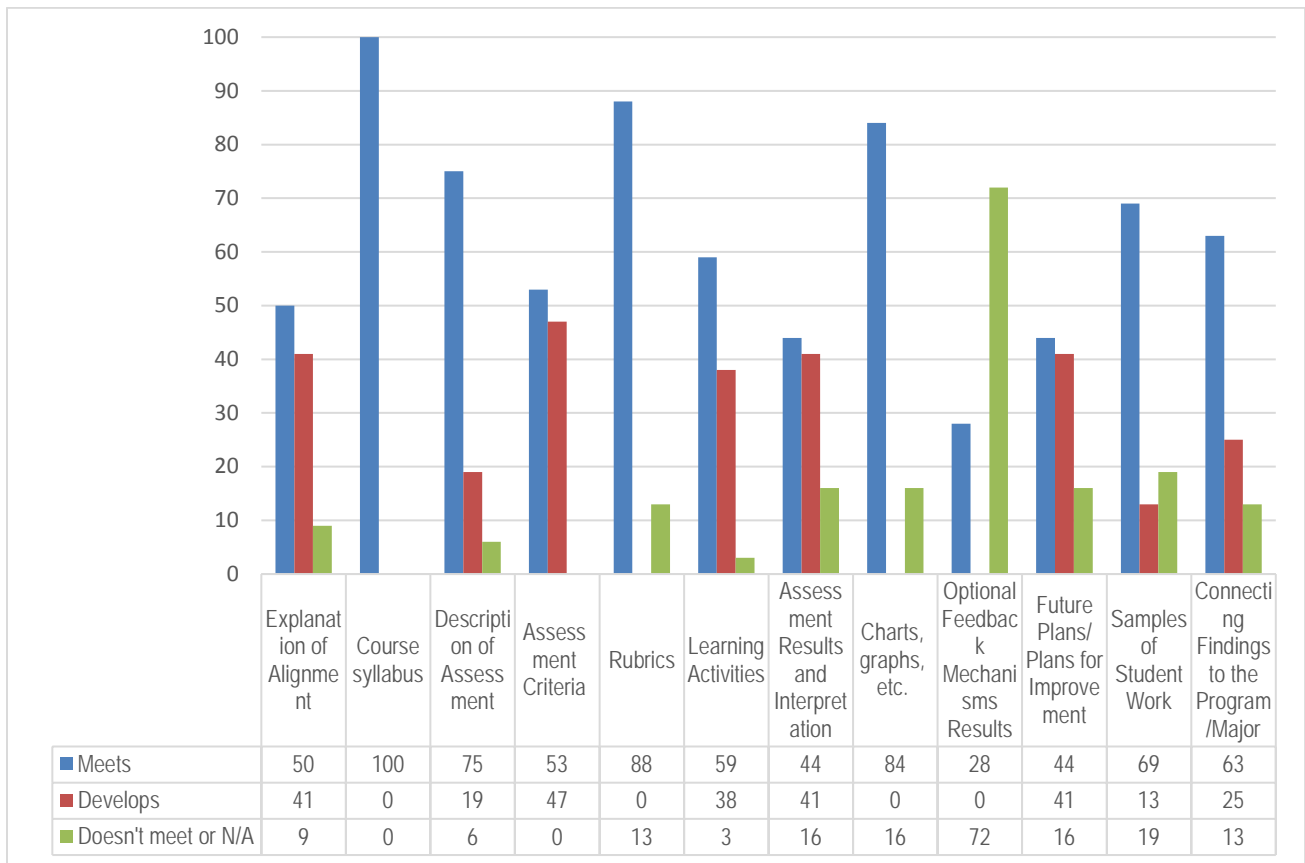
Communication in the Major

Assessment of Student Learning

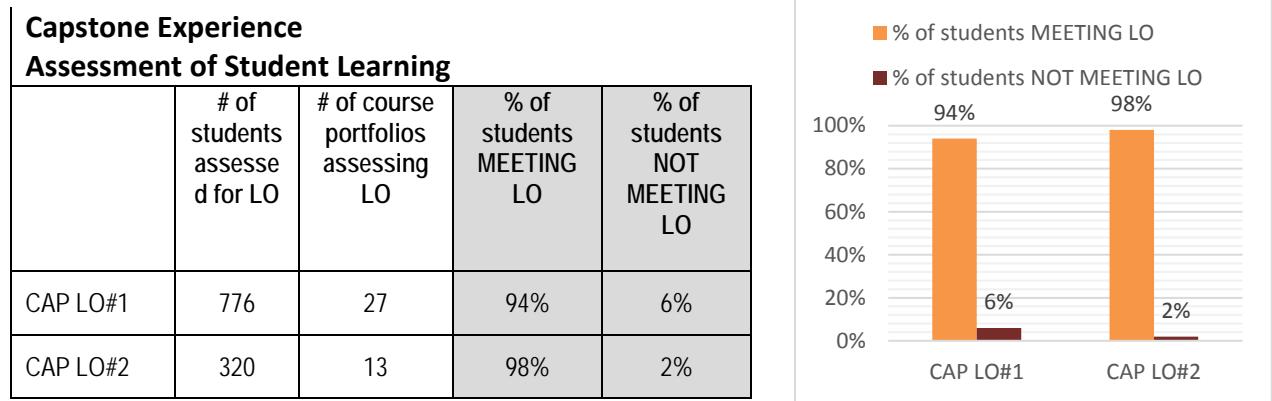|	# of students assessed for LO	# of course portfolios assessing LO	% of students MEETING LO	% of students NOT MEETING LO
CM LO#1	1188	31	85%	15%
CM LO#2	159	7	91%	9%
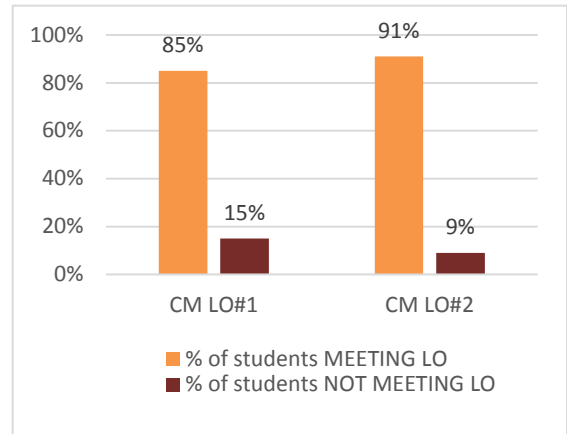
Total number of students assessed in this category = 1,220

Graph E.2: Detailed Summary of Program Portfolio Rubric Data from Faculty Learning Community for Communication in the Major

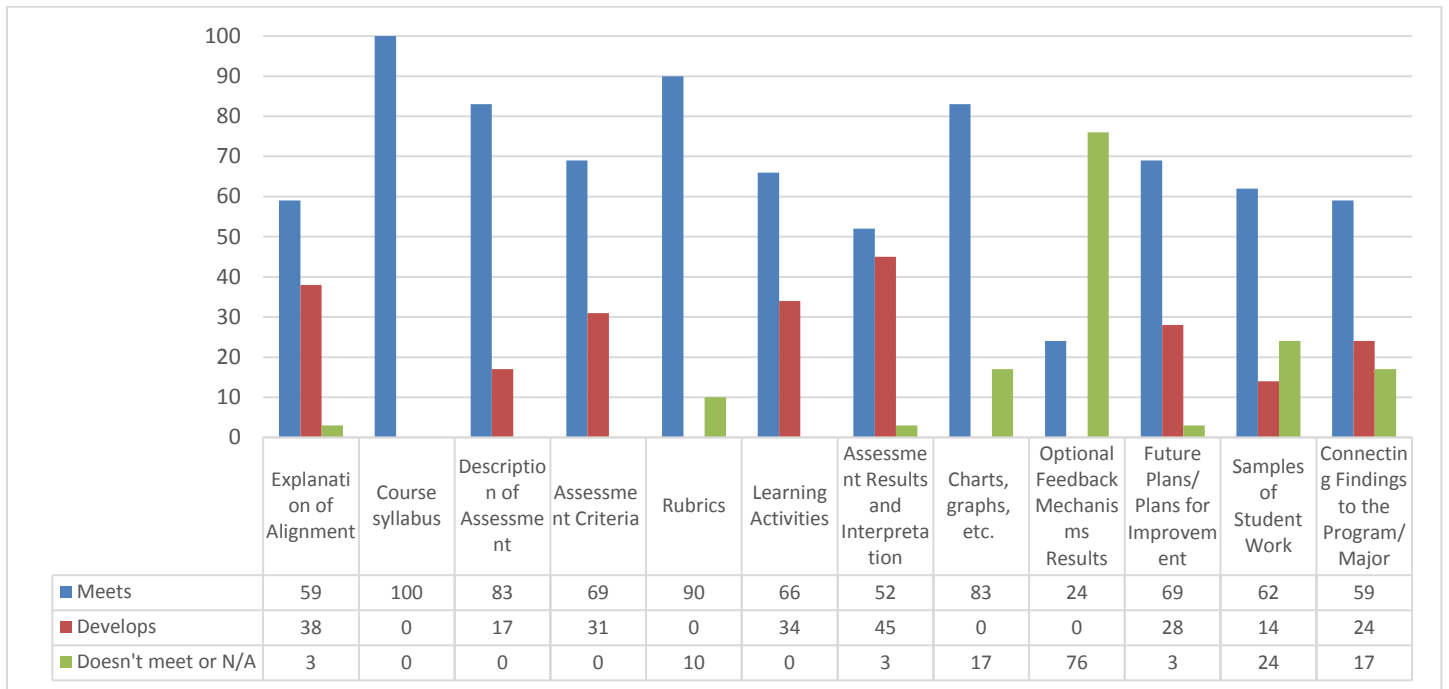|	Explanation of Alignment	Course syllabus	Description of Assessment	Assessment Criteria	Rubrics	Learning Activities	Assessment Results and Interpretation	Charts, graphs, etc.	Optional Feedback Mechanisms Results	Future Plans/ Plans for Improvement	Samples of Student Work	Connecting Findings to the Program/Major
Meets	50	100	75	53	88	59	44	84	28	44	69	63
Develops	41	0	19	47	0	38	41	0	0	41	13	25
Doesn't meet or N/A	9	0	6	0	13	3	16	16	72	16	19	13

Total number of course portfolios assessed in this category = 32

Details for Capstone Experience Assessment Results

Graph F.1: Detailed Summary of Student Learning Assessment for Capstone Experience

Capstone Experience Assessment of Student Learning	# of students assessed for LO	# of course portfolios assessing LO	% of students MEETING LO	% of students NOT MEETING LO
CAP LO#1	776	27	94%	6%
CAP LO#2	320	13	98%	2%

Total number of students assessed in this category = 801

Graph F.2: Detailed Summary of Course Portfolio Rubric Data from Faculty Learning Community for Capstone Experience

	Explanation of Alignment	Course syllabus	Description of Assessment	Assessment Criteria	Rubrics	Learning Activities	Assessment Results and Interpretation	Charts, graphs, etc.	Optional Feedback Mechanisms Results	Future Plans/ Plans for Improvement	Samples of Student Work	Connecting Findings to the Program/ Major
Meets	59	100	83	69	90	66	52	83	24	69	62	59
Develops	38	0	17	31	0	34	45	0	0	28	14	24
Doesn't meet or N/A	3	0	0	0	10	0	3	17	76	3	24	17

Total number of course portfolios assessed in this category = 29

Details for Interdisciplinary Studies Assessment Results

Graph G.1: Detailed Summary of Student Learning Assessment for Interdisciplinary Studies
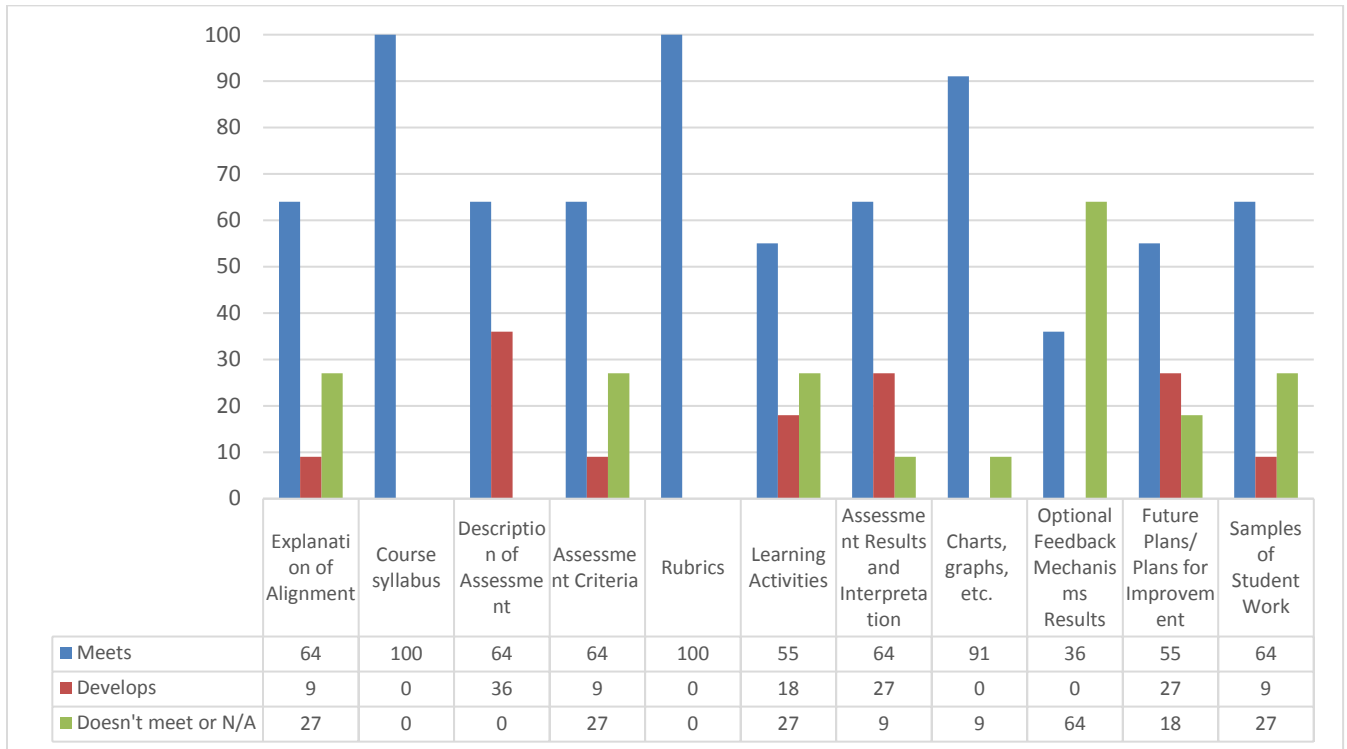
Interdisciplinary Studies

Assessment of Student Learning

	# of students assessed for LO	# of course portfolios assessing LO	% of students MEETING LO	% of students NOT MEETING LO
IS LO#1	401	10	87%	13%
IS LO#2	250	6	76%	24%
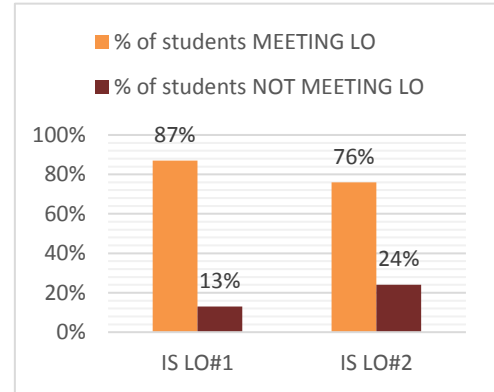
Total number of students assessed in this category = 448

Graph G.2: Detailed Summary of Course Portfolio Rubric Data from Faculty Learning Community for Interdisciplinary Studies

	Explanation of Alignment	Course syllabus	Description of Assessment	Assessment Criteria	Rubrics	Learning Activities	Assessment Results and Interpretation	Charts, graphs, etc.	Optional Feedback Mechanisms Results	Future Plans/ Plans for Improvement	Samples of Student Work
Meets	64	100	64	64	100	55	64	91	36	55	64
Develops	9	0	36	9	0	18	27	0	0	27	9
Doesn't meet or N/A	27	0	0	27	0	27	9	9	64	18	27

Total number of course portfolios assessed in this category = 11

Program Portfolio Framework for GEP Communication in the Major (CM) and Capstone in the Major (CAP) Assessment

The framework for the GEP Integration Level Program Portfolio is very similar in substance to the Course Portfolio framework used for previous levels of GEP assessment. The primary difference is that while the Course Portfolio focuses on a single course, the Program Portfolios required for Communication in the Major (CM) and Capstone in the Major (CAP) may include information and assessment data from a single course, but may also include assessment data from *multiple* courses and sections. (For a complete listing of current GEP Category Learning Outcomes please see here.) Each department is required to choose one of the majors they offer and submit both a CM Program Portfolio and CAP Program Portfolio for that major. Each Program Portfolio should provide evidence of the achievement of at least one of the learning outcomes for the category being assessed. (Note that CM learning outcomes include both oral and written communication.)

In determining which course or courses to include in the Program Portfolio the department should choose from courses that have been approved for CM and CAP designations by the GEC and that will be taught during the fall 2016 semester. It's important that the courses chosen are representative of how CM and CAP courses are taught and assessed within the department. Departments may choose to include data from two CM courses, one taught earlier in the program and one taught later in the program to show development of communication skills over time; use a common assessment and/or rubric across multiple CM or CAP courses; and/or include assessment data from a course taught in the spring of 2016 if the data is available and it is determined the data demonstrates achievement of at least one of the GEP Category Learning Outcomes (CLOs). If, because the courses are not taught during the fall semester, it is determined that the only way to procure the necessary assessment data is to collect it during spring semester, we request that you notify the Assessment Coordinator and a delay for assessment of CM and/or CAP to spring 2017 will be granted. (The deadline for submission of these deferred program portfolios will be determined during the fall of 2016.)

The following components need to be addressed for each course included in the Program Portfolio:

Alignment with GEP Category Learning Outcomes (CLOs) and Assessment of Learning

Course syllabus: Please provide the most current copy of a course syllabus for each course being included in the Program Portfolio. For each course included, please also include a calendar/schedule of course activities and assignments that are addressed in the course to help a Faculty Learning Community understand when and to what degree GEP CLOs are addressed in your course. While it is not a requirement, you are strongly encouraged to include GEP CLOs (and explanation of alignment with your course) on the syllabus, either listed just as they are written, or integrated with your course learning outcomes/goals to help students understand how your course aligns with the GEP and helps them to attain GEP CLOs.

Explanation of Alignment: For each learning outcome included in this GEP Category, please provide an explanation of how the course is aligned and the degree to which each GEP CLO is addressed. (Please note that it is not sufficient to list course learning outcomes that are similar to or the same as GEP CLOs. Rather, the explanation of alignment is expected to detail the relationship between the specific course outcomes and the GEP CLOs). "Alignment" here means the relationship between each of the GEP CLOs and what students learn in the course. In your description of alignment, you are encouraged to include readings students complete, content and skills that are addressed during class sessions,

activities/discussions in which students engage inside and outside of class, and assignments/assessments that students complete that specifically address the GEP CLOs. The GEP CLOs may be integrated with your course learning outcomes/goals and worded in a way that is more specific to your discipline and/or may include additional skills, knowledge, or dispositions beyond those included in the GEP CLOs, but it is essential to explain how and the degree to which your course aligns with and helps students achieve each of the GEP CLOs.

Description of Assessment: You are required to assess at least one chosen GEP CLO, which will be referred to hereafter as the targeted GEP CLO. (As always, you may choose to assess more than a single GEP CLO.) Based on the GEP CLO(s) you are targeting in this Program Portfolio, please describe the discipline-appropriate evaluation you will use to assess student attainment of the targeted GEP CLO(s). Typical assessments include papers, projects, performances, presentations, and exams. If you are using an exam, you should identify the specific test items that correspond with the targeted GEP CLO(s) and explain how the test items assess student achievement of these targeted GEP CLO(s). If you have a separate handout or section of your syllabus that explains the assessment to your students, please include it here.

Assessment Criteria/Rubric: Please provide specific criteria you'll be using to assess student work and provide them with feedback/scores/grades. These criteria must have a demonstrable link to the targeted GEP CLO(s). For example, if the assessment you are using is a research paper, the criteria should make clear what you will be looking for in the work that demonstrates student understanding, knowledge, skills, and dispositions related to the targeted GEP CLO(s). Thus, for CM, assessment criteria designed to specifically link the research paper to a targeted GEP CM outcome might include items such as: provides a clear thesis statement; is sufficiently grounded in discipline-specific theory and methods; is grammatically correct; utilizes proper documentation; and supports all statements with evidence suitable to the topic, purpose, and audience. If you use an assessment rubric, please include it here.

Learning Activities: Based on the GEP CLO(s) you are targeting for assessment, you should provide a detailed narrative describing specific course activities, assignments, and/or experiences that will prepare students to successfully complete the discipline-appropriate evaluation you have chosen and meet expectations for the criteria you have identified as important for demonstrating achievement of the GEP CLOs. This section should focus and deepen what you have included in the explanation of alignment by describing how you will build and scaffold student understanding, knowledge, skills, and dispositions related to the targeted GEP CLO(s) through a planned series of course readings, media viewings, discussions, activities, and assignments, to prepare them to successfully complete the discipline-appropriate evaluation. For example, if students are expected to demonstrate their achievement of the targeted GEP CLO(s) by writing a research paper, then describe how expectations for the research paper are explained to students and how essential knowledge, skills, and dispositions related to the targeted GEP CLO(s) and needed to successfully write the research paper are taught in the course through class readings, lectures, media viewings, activities, and discussions and applied/practiced by students through class activities and assignments.

Assessment Results and Future Plans

Assessment Results and Interpretation: Using your assessment criteria/rubric as your reporting format, please both summarize and interpret the results of the discipline-appropriate evaluation used to assess your students for attainment of the targeted GEP CLO(s). For reporting the results, please include both raw numbers and the percentage of students scoring at each level of attainment on each criteria

assessed. For interpreting the results, please explain what the results on each criterion tell you about what students were and were not able to attain related to the targeted GEP CLO(s). If you are using an exam, please explain what the results on specific questions tell you about student achievement of targeted GEP CLO(s). Grades for the entire course or course means are not useful here because they are a composite of students' achievement and don't help connect student performance to the targeted GEP CLO(s) or to the specific criteria used for assessment.

One last requirement in this category is to translate the results from your discipline-appropriate evaluation to a determination of how many students in your course met expectations and how many did not for each of the GEP CLOs that were actually assessed. Please provide raw numbers rather than percentages for reporting how many students met and did not meet expectations for the targeted GEP CLO(s). Also, please connect this determination directly to your assessment results; do not use observational or other data not included in the program portfolio assessment to determine how many students are meeting expectations for the targeted GEP CLO(s).

Results of any other feedback mechanisms (optional): share any other mechanisms used in the course to explore student perceptions of course activities/assignments and their alignment with the GEP COLs (i.e., a survey or questionnaire on how the course prepared them to meet the GEP CLOs). If you provide results of other feedback mechanisms, please interpret the results and explain what they tell you about student understanding and achievement of the targeted GEP CLO(s).

Future Plans/Plans for Improvement*: In many ways this is the most important part of the portfolio. Please reflect on what the assessment evidence of student learning tells you about the success of your course(s) in helping students meet expectations for achievement of the targeted GEP CLO(s) and what you plan to do to maintain and/or improve performance related to these outcomes.

*A General Education Committee requirement for this section is to include discussion for what you will do to help improve the performance of students who are not meeting expectations for the targeted GEP CLO(s).

Connecting Findings to the Program/Major: For CM Program Portfolios, the report should discuss how the results are representative of the program's planned development of communication skills in the chosen major. For CAP Program Portfolios, the report should discuss how the results are representative of the program's planned development of the capstone experience in the chosen major. This discussion should explain why you chose to include the course or courses you did and how the included information/data are representative of what would be found for other courses with a CM or CAP designation for your chosen major.

Samples of Student Work: Examples of student work on the discipline-appropriate evaluation used for assessing the targeted GEP CLO(s) should be included showing student achievement at a minimum of two levels (meeting expectations and not meeting expectations). You may choose to include a sample of student work for each grade or performance level included in your rubric/assessment criteria. Please block out/remove student names and/or ID numbers to preserve their anonymity.

Submitting Program Portfolios to D2L

There is a separate course in D2L for each of the Integration Level categories (excluding Experiential Learning where a survey is being used instead of a portfolio). If you are a department chair or faculty person designated to submit a Program Portfolio, you should find the appropriate D2L Investigation

Level Category "course" listed in "Ongoing" courses on your D2L home page. In order to see the course, you will need to change your role to "Student" when you sign into the D2Lsite.

You have the following options for submitting Program Portfolio materials to the D2L Dropbox:

Combining your Word documents into one single PDF using Acrobat Pro. If you decide to combine all of your materials into one PDF for submission into the D2L Dropbox, you are asked to use Acrobat Pro, as it puts bookmarks on documents to make it easier to navigate by Faculty Learning Community (FLC) members. Instructions on how to use Acrobat Pro to combine documents is in the Contents section of each D2L site.

Submitting separate Word/PDF documents. Based on feedback from instructors and FLC members, you now have the option to submit your portfolio materials as separate documents. To streamline and organize the process, you are asked to **limit your Dropbox submissions to 3-4 documents**. First, you are asked to **combine your syllabus and course calendar/schedule** (if it is not already included on your syllabus) into one document with the course prefix, number and title as the name of the document (e.g., **ART 374 Ancient and Medieval Japanese Art Syllabus, HP/W 410 Promoting and Marketing Wellness Syllabus, or SOC 201 Social Investigations I Syllabus**). The second document submitted should be the **"Program Portfolio Form,"** which is a combination of the two assessment forms that have been used in the past and includes the majority of the required GEP alignment and assessment data/information. The third document should be titled **"Samples of Student Work"** and should combine examples of student work from a minimum of two levels (meeting expectations and not meeting expectations) into one document. Documents can be uploaded as Word documents, but to preserve the formatting, it is usually better to get everything the way you want it in Word, save it as a PDF, then upload to the D2L Dropbox. For most of you, these will be the three documents in your Program Portfolio submission, unless you have a separate handout describing your assessment assignment to students or a longer rubric that you decide to upload as separate documents.

Submitting with ePortfolio. If you have submitted course portfolios using ePortfolio for past levels of GEP assessment and feel comfortable doing so, that option is still open to you. Please contact Karyn Biasca (karyn.biasca@uwsp.edu) for more information on this option.

Revised 8/1/16

Students benefit from opportunities to learn by reflecting on experiences beyond their typical classroom activities and by applying the knowledge and skills they gain from traditional courses in new settings. To this end, students are required to complete an Experiential Learning requirement as part of UWSP's new General Education Program (GEP).

To fulfill this requirement, students will:

- Complete an approved experiential learning project.
- Reflect on the experiential learning activity in order to gain further understanding of their university education, and an enhanced sense of one's personal responsibility as a member of a larger community.

> (Note: "Community" in this context is defined as any of the various on- or off-campus departments, units, or organizations with whom students might work to complete their Experiential Learning requirement.)

Experiential learning is a broad concept, including many types of active, hands-on learning opportunities. It is an example of a "high-impact teaching practice" that has been shown to enhance a student's comprehension of course material, to enable students to see connections between theory and practice, to aid in student retention, and to develop a student's sense of responsibility for their education. Moreover, experiential learning provides students with an experience that aids in the development of leadership skills and responsible citizenship.

Experiential learning is the synthesis of a hands-on experience with some relevant aspect of a student's university education. This synthesis of experience with learning takes place in the context of a structured reflection activity. An appropriate reflection activity will vary depending on the experiential learning activity and the intended learning outcomes.

In some cases, students can satisfy this requirement by completing a structured, credit-bearing course that has been proposed by an academic department and approved by the General Education Committee. Departments proposing the credit-bearing course or experience will use their best judgment when determining the number of hours required, as well as the type of reflection required of students. In other cases, however, students may elect to satisfy this requirement by completing an Experiential Learning Activity (ELA).

What follows are some general guidelines for proposing Experiential Learning (XL) courses, and also the Experiential Learning Activity (ELA).

Guidelines for Experiential Learning Courses (XL)

Please refer to the GEP Course Application form for Experiential Learning. In short, this application form will prompt you to identify your course learning outcomes and explain how your course learning outcomes align with the outcomes for Experiential Learning. In addition to this, you will be asked to identify the key experiential learning components that will be part of the course and how student learning will be assessed. An important part of assessing student learning is to identify a meaningful and appropriate reflection activity. The GEP Course Application form for Experiential Learning prompts you to provide this information.

Guidelines for an Experiential Learning Activity (ELA)

Students may elect to satisfy the Experiential Learning requirement by engaging in an "Experiential Learning Activity" (ELA). These ELAs are approved by individual faculty or academic staff members who agree to serve as an "ELA Mentor" for the student. Depending on the type of ELA, examples of appropriate Mentors could be a faculty member with whom

a student arranges an independent study or collaborates on undergraduate research or a creative performance, a student organization advisor, a residence hall director, an academic advisor, a Student Affairs academic staff member who supervises one of the activities listed in the following examples of ELAs. Students will complete a reflection activity that synthesizes the student's experience with an enhanced understanding of responsible citizenship, leadership, and/or the scholarly aims of a discipline. Students can complete this experiential learning requirement by engaging in at least one of the following types of Experiential Learning Activities:

1. **Independent Studies, Undergraduate Research, and Creative Performances:**
   Students can complete an ELA by engaging in an appropriate discipline-specific, credit-bearing independent study, research project, or creative performance in conjunction with a faculty supervisor or academic advisor. See the following for examples:
   - http://www.uwsp.edu/cnr/StudentSymposium/Pages/default.aspx
   - http://www.uwsp.edu/cols/Pages/ResearchSymposium/default.aspx
   - Participation in one of the many art, dance, music or theater opportunities offered in the College of Fine Arts and Communication.
   - Participation in one of the many experiential learning activities in athletics, business, education, health or wellness offered in the College of Professional Studies.
   - Serving community needs in the Stevens Point area.

2. **Community Service Projects:**
   Students can complete an ELA by engaging in a community service project.
   Examples include:
   - A Foreign Language major volunteers to tutor for a local literacy council.
   - A Women's Studies minor volunteers for Sexual Assault Victim Services.
   - An English or Communication major volunteers to put together a newsletter for a local community group.

3. **Student Leadership Experiences:**
   Students can complete an ELA by participating as leaders in Student Government, holding officer positions in student organizations recognized by the Student Involvement and Employment Office (SIEO) , or participating in Residence Hall activities. Students must do more than just attend meetings as an organization member or hall resident, however. Students must hold an officer position or some other position that has significant responsibilities.
   See the following for examples:
   - http://www.uwsp.edu/stuorg/sga/
   - http://www.uwsp.edu/centers/sieo/Pages/default.aspx
   - http://stuorgs.uwsp.edu/rha/pages/home.aspx

4. **Professional Development through Paid or Unpaid Work Experiences or Internships:**
   Students can complete an ELA in paid or unpaid work experiences and summer internships.
   Examples include:
   - A student (in any major) who plans to work in human resources sets up a job shadow with a retail store manager where she/he has a part-time job.
   - A student completes a non-course-based internship.
   - A History major or Anthropology minor works as a guide in a museum during the summer.

University of Wisconsin Stevens Point

Experiential Learning Activity (ELA) Expectations & Responsibilities Checklist

For Students:

1. Check to make sure that your major has not already designated an experience or activity required for your major that satisfies the Experiential Learning requirement.
2. If not, discuss ELA options with your academic advisor.
3. Ask an appropriate UWSP faculty or staff member to serve as your ELA Mentor.
4. Complete I- IV of the ELA Plan Form.
5. Meet with your ELA Mentor to discuss your ELA Plan Form.
   a. Determine whether the activity is appropriate to achieve the learning outcomes for Experiential Learning.
   b. If not, work with your ELA Mentor to modify activity or choose a different one.
   c. Agree on an appropriate reflection type (section V).
   d. Agree on scheduled meeting dates and times as well as the reflection due date (section VI).
   e. Sign and date the ELA Plan form.
6. Meet with your ELA Mentor as agreed upon in section VI of the ELA Plan form to discuss how the ELA is going. Use the questions in the ELA Reflection Guide to guide your discussion(s).
7. Request that your ELA Mentor assess your progress.
   a. If you successfully complete the ELA, your Mentor will indicate completion of the ELA requirement to the Records & Registration office for entry in to your record.
   b. If not, at your ELA Mentor's discretion, you may reapply to use the same ELA with the same Mentor with the suggested modifications, or your ELA Mentor can request that you choose a new ELA project and/or Mentor.

For Faculty and Staff ELA Mentors:

1. Complete ELA Mentor training.
2. Meet with student and discuss her/his ELA Plan form.
   a. Determine whether the activity is appropriate to achieve the learning outcomes for Experiential Learning.
   b. If not, work with student to modify activity or choose a different one.
   c. Agree on an appropriate reflection type (section V).
   d. Agree on scheduled meeting dates and times as well as the reflection due date (section VI).
   e. Sign and date the ELA Plan Form.
3. Meet with student as agreed upon in section VI of the ELA Plan form to discuss how the ELA is going. Use the questions in the ELA Reflection Guide to guide your discussion(s).
4. Using the ELA Assessment Rubric, determine whether student has completed the Experiential Learning requirement.
   a. If yes, indicate completion of the ELA requirement to the Records & Registration office for entry in to the student's official record.
   b. If not, at your discretion, student may reapply to use the same ELA with suggested modifications, or you can request that the student choose a new ELA project and/or Mentor.

University of Wisconsin Stevens Point

Experiential Learning Activity (ELA) Planning Form

Students: You must submit your completed ELA Plan Form to your ELA Mentor <u>BEFORE</u> you begin your ELA.

I.   **Student Information**

Name _____   ID# _____

Major(s)/Minor(s) _____

II. **ELA Mentor Information**

Name _____

Department/Unit _____

Completed the ELA Mentor Training: ☐ Yes   ☐ No

III. **Experiential Learning Activity Information (check one and fill out corresponding information)**

☐   **Independent Study, Undergraduate Research, and Creative Performance**
Type of activity: _____
Supervisor, if not ELA mentor _____

☐   **Community Service Project**
Type of activity: _____
Supervisor, if not ELA mentor _____

☐   **Student Leadership Experience**
Type of activity: _____
Supervisor, if not ELA mentor _____

☐   **Professional Development through Paid or Unpaid Work Experiences or Internships**
Type of activity: _____
Supervisor, if not ELA mentor _____

IV. **ELA Planning**

Describe your Experiential Learning Activity.

_____

Describe your position and responsibilities.

_____

How many hours do you expect to spend on this activity? (note: minimum 16 hours total required)

Describe the orientation and supervision you will receive for this activity.

What do you expect to learn from the proposed activity?

How does this activity either relate to the subject matter of a course, to your major or minor, or to the 4th program outcome of the GEP: "Students will apply their knowledge and skills, working in interdisciplinary ways to solve problems"?

How will this activity help you develop or enhance your sense of personal responsibility as a member of the larger community you are working with?

V.   **Reflection Information** (check at least one)

☐   written reflection (1 page minimum)

☐   one-on-one interview (15 minutes minimum)

☐   small group discussion (30 minutes minimum)

☐   oral presentation (15 minutes minimum)

☐   media presentation (15 minutes minimum)

☐   journal (5 pages minimum)

☐   other ELA mentor-approved reflection (describe below)

VI.   **Student/Mentor Meeting and Activity Completion Information**

Scheduled meeting date(s) and time(s):

Reflection due date:

VII.   Approval Signatures:

The following signatures of agreement and approval must be secured **BEFORE** the student begins the Experiential Learning Activity.

I have reviewed this student's proposed Experiential Learning Activity and approve it as meeting the UWSP General Education Program Experiential Learning requirement.

I agree to work in collaboration with the student, to monitor the student for the duration of the ELA, and to assess the chosen reflection activity from section V. I agree to provide notification of successful completion of the ELA to the UWSP Records and Registration office.

Faculty/Staff ELA Mentor _____   **Date** _____

Print Name _____   **Phone** _____

I agree to complete this activity by the date agreed in section VI and to work in collaboration with my ELA Mentor. If not, I may reapply for the ELA at the discretion of the ELA Mentor.

Student Signature _____   **Date** _____

Print Name _____   **Student ID #** _____

University of Wisconsin Stevens Point

Experiential Learning Activity (ELA) Reflection Guide

Experiential learning is the synthesis of a hands-on experience with some relevant aspect of your university education. This synthesis of experience with learning takes place in the context of a structured reflection activity. The learning outcome for the UWSP General Education Program Experiential Learning requirement is to "reflect on the Experiential Learning Activity in order to gain further understanding of one's university education, and an enhanced sense of one's personal responsibility as a member of a larger community."

> Note: "Community" in this context is defined as any of the various on- or off-campus departments, units, or organizations with whom students might work to complete their ELA.

Regardless of which type of reflection you choose: written reflection, one-on-one interview, small group discussion, oral presentation, media presentation, journal, or some other method of reflection decided upon by you and your ELA mentor, the questions below are to help guide you in your reflection.

- What did you learn about the people in the community you worked with and their similarities or differences to you?

- How were you able to contribute to the goals of the community you worked with?

- What do you feel was your main contribution to the community you worked with?

- What did you learn during your ELA that enhanced your learning gained in the classroom?

- As a result of your ELA, describe how you practiced and improved on one or more of the following:

skills	characteristics
oral and/or written communication	work ethic
listening	attention to detail
critical thinking	initiative/motivation
problem-solving	honesty/integrity
organizational/interpersonal	flexibility/adaptability
leadership	self-confidence
teamwork	
computer literacy	

- What impact did your ELA have on your everyday life?

- What insights did you gain through your ELA that might assist you in your future career or in selecting a career?

- What did your activity teach you about community involvement, citizenship and civic responsibility?

- What is the relationship of your ELA to the "real world"?

- What was the most difficult part of your experience?

- If you were to start at the beginning of this ELA again, what would you do differently the second time around?

University of Wisconsin Stevens Point

Experiential Learning Activity (ELA) Assessment Rubric

Student Name _____   **ID #** _____

ELA Requirements	Yes + comments	No + comments
The ELA was completed while student was enrolled at UWSP.		
The student submitted an approved ELA Plan form before beginning the activity.		
The ELA meets the 16 hour minimum.		
The reflection meets minimum requirements as stated in section V of the ELA Plan form.		
The student demonstrates in the reflection piece that she/he has an enhanced sense of her/his personal responsibility as a member of a larger community.		

The above student has successfully completed the Experiential Learning Requirement of the UWSP General Education Program.

Faculty/Staff ELA Mentor Signature _____   **Date** _____

Mentors must retain a copy of the ELA rubric for their own records and future General Education Program assessment purposes and give a copy of the completed ELA Rubric to the student. Mentors must report the completion of the ELA to Registration and Records.

Completed Experiential Learning Activity (ELA) Approval Form

Any UWSP faculty or academic staff (instructional or non-instructional) member may serve as a mentor for an ELA.

- It is the responsibility of an approved ELA Mentor to report the completion of an ELA to Registration and Records Office (101 SSC) for each student that they may mentor. Electronic copies of this form can be e-mailed to: jroth@uwsp.edu.

- Mentors must retain a copy of the ELA Planning Form and Rubric for their own records and for future General Education Program assessment purposes. A copy of each form should also be given to the student.

- **Use this approval form only to report a <u>completed ELA</u> to Registration & Records.**

- Once the approval form is processed by Registration and Records, the Experiential Learning requirement will be reported on the Degree Progress Report (DPR) as being satisfied (listed as "OK" on the DPR).

Student's Name	UWSP ID#

(press "tab" to add more rows)

Faculty/Staff ELA Mentor Name (print) _____

Faculty/Staff ELA Mentor Signature_____

Date: _____

GEP Category:		

GEP Assessment: Course Portfolio Rubric

Feedback for Instructors

Instructor: _____ **Course Number & Title:** _____ **Date:** _____

		Meets Expectations	Developing Toward Expectations	Does Not Meet Expectations
Explanation of Alignment ☐ Syllabus included	*Explain alignment of course with GEP category outcomes*	☐ Clear explanation is provided of how course is aligned with **ALL** of the GEP Category Learning Outcomes (CLOs), including a detailed description of how the outcomes are addressed through specific course activities/assignments,	☐ Clear explanation is provided of how the course is aligned with **ALL** of the GEP Category Learning Outcomes (CLOs), but needs greater detail on how the outcomes are addressed through specific course activities/assignments	☐ GEP/course learning outcomes may be listed, but clear explanation of alignment with ALL GEP Category Learning Outcomes (CLOs) is not provided
		Comments:		
Description of Assessment and Assessment Criteria (must assess at last one of the GEP Category Learning Outcomes	*Describe the discipline-appropriate evaluation of the GEP Category Learning Outcomes being used and the criteria used to assess student learning* ☐ Rubric included	☐ Clear description is provided of the discipline appropriate evaluation/activity used to assess the targeted GEP CLOs	☐ Some description is provided of the discipline-appropriate evaluation/activity used to assess the targeted GEP CLOs, but more detail is needed to explain the assessment and/or the connection to the GEP CLOs	☐ No description is provided for the discipline-appropriate evaluation/activity or little connection is made to the targeted GEP CLOs
		☐ The criteria used for assessing student work are clearly connected to the targeted GEP CLOs	☐ The criteria used for assessing student work have some connection to the targeted GEP CLOs, but the connection needs to be strengthened to make clear how student achievement of the targeted GEP CLOs is being assessed	☐ No criteria included or the criteria used for assessing student work have little to no connection to the targeted GEP CLOs
		Comments:		

Learning Activities (designing course activities, assignments, and/or experiences to support student achievement of GEP learning outcomes)	Explain how course learning activities, assignments, and/or experiences are designed to scaffold learning and support student achievement of **targeted** GEP learning outcomes **(must address at least one)**	☐ Clear explanation is provided of the course learning activities that are designed to scaffold learning and support achievement of the **targeted** GEP CLOs and completion of the discipline-appropriate evaluation	☐ Some explanation is provided of the course learning activities that are designed to scaffold learning and support achievement of the **targeted** GEP CLOs and completion of the discipline-appropriate evaluation, but further detail is needed	☐ Some learning activities may be listed, but little to no explanation is provided of how the activities scaffold learning and support achievement of **targeted** GEP CLOs
		Comments:		
Assessment Results and Interpretation	Summarize **AND** interpret assessment results ☐ Charts, graphs, and/or tables are included	☐ A complete summary of assessment results is provided with a clear explanation of what the results tell the instructor about student achievement of the targeted GEP CLOs	☐ A summary of assessment results is provided and some interpretation is included, but more detail and/or clarity is needed to explain what the results tell the instructor about student achievement of the targeted GEP CLOs	☐ Little to no summary or interpretation included, or little to no connection made between results and the achievement of GEP CLOs
		Comments:		
	Optional: provide results of any other feedback mechanisms used to gauge students' perceptions of course alignment with GEP outcomes	Comments:		
Future Plans /Plans for Improvement	Explain how assessment results will be used to support and improve student learning of GEP CLOs, including discussion of what will be done to help improve the performance of students not meeting expectations	☐ Clear explanation is provided connecting assessment results with future plans to support and improve student learning of GEP CLOs including students not meeting expectations	☐ Some explanation is provided connecting assessment results with future plans to support and improve student learning of GEP CLOs, but further explanation is needed to make clear how the plans will support student learning of the GEP CLOs including students not meeting expectations	☐ No explanation included, or explanation makes little to no connection between future plans and supporting student learning of GEP CLOs including students not meeting expectations
		Comments:		

Samples of Student Work	Include examples of student work	☐ Student work provided represents at least two levels of achievement of the targeted GEP CLOs (meeting expectations and not meeting expectations)	☐ Student work provided represents one level of achievement of the targeted GEP CLOs	☐ No samples of student work included, or the student work included does not represent achievement of the targeted GEP CLOs
Additional (open-ended) feedback for course instructor				

Last Updated: June 15, 2016

Scoring D2L Rubric

GEP Program Portfolio Evaluation-2017

(not graded yet)

Portfolio Components	Yes	No		Score and Feedback
Course syllabus is included in course portfolio	○ 2 points	○ 0 points		
Rubric is included	○ 0 points	○ 0 points		
Charts, graphs and/or tables are included	○ 0 points	○ 0 points		
Results from other student feedback mechanisms are included (optional)	○ 0 points	○ 0 points		
Criteria	Meets Expectations	Developing Toward Expectations	Does Not Meet Expectations	Score and Feedback
Explanation of alignment	○ 2 points Clear explanation is provided of how course is aligned with **ALL** of the GEP Category Learning Outcomes (CLOs), including a detailed description of how the outcomes are addressed through specific course activities/assignments.	○ 1 point Clear explanation is provided of how the course is aligned with **ALL** of the GEP Category Learning Outcomes (CLOs), but needs greater detail on how the outcomes are addressed through specific course activities/assignments.	○ 0 points GEP/course learning outcomes may be listed, but clear explanation of alignment with ALL GEP Category Learning Outcomes (CLOs) is not provided.	
Description of Assessment	○ 2 points Clear description is provided of the discipline appropriate evaluation/activity used	○ 1 point Some description is provided of the discipline-appropriate evaluation/activity used to assess the targeted	○ 0 points No description is provided for the discipline-appropriate evaluation/activity or little connection is made	

	to assess the targeted GEP CLOs	GEP CLOs, but more detail is needed to explain the assessment and/or the connection to the GEP CLOs	to the targeted GEP CLOs	
Description of the criteria used to evaluate student learning	○ 2 points The criteria used for assessing student work are clearly connected to the targeted GEP CLOs	○ 1 point The criteria used for assessing student work have some connection to the targeted GEP CLOs, but the connection needs to be strengthened to make clear how student achievement of the targeted GEP CLOs is being assessed	○ 0 points No criteria included or the criteria used for assessing student work have little to no connection to the targeted GEP CLOs	
Learning Activities	○ 2 points Clear explanation is provided of the course learning activities that are designed to scaffold learning and support achievement of the **targeted** GEP CLOs and completion of the discipline-appropriate evaluation	○ 1 point Some explanation is provided of the course learning activities that are designed to scaffold learning and support achievement of the **targeted** GEP CLOs and completion of the discipline-appropriate evaluation, but further detail is needed	○ 0 points Some learning activities may be listed, but little to no explanation is provided of how the activities scaffold learning and support achievement of **targeted** GEP CLOs	
Assessment Results and Interpretation	○ 2 points A complete summary of assessment results is provided with a clear explanation of what the results tell the instructor about student achievement of the targeted GEP CLOs	○ 1 point A summary of assessment results is provided and some interpretation is included, but more detail and/or clarity is needed to explain what the results tell the instructor about student achievement of the targeted GEP CLOs	○ 0 points Little to no summary or interpretation included, or little to no connection made between results and the achievement of GEP CLOs	
Future Plans/Plans for Improvement	○	○	○	

	2 points	1 point	0 points	
	Clear explanation is provided connecting assessment results with future plans to support and improve student learning of GEP CLOs including students not meeting expectations	Some explanation is provided connecting assessment results with future plans to support and improve student learning of GEP CLOs, but further explanation is needed to make clear how the plans will support student learning of the GEP CLOs including students not meeting expectations	No explanation included, or explanation makes little to no connection between future plans and supporting student learning of GEP CLOs including students not meeting expectations	
Samples of student work	0 points Student work provided represents at least two levels of achievement of the targeted GEP CLOs (meeting expectations and not meeting expectations)	0 points Student work provided represents one level of achievement of the targeted GEP CLOs	0 points No samples of student work included, or the student work included does not represent achievement of the targeted GEP CLOs	
Connecting Findings to the Program/Major	0 points Clear discussion of how the results are representative of the program's planned development. Clear explanation of why the chosen course(s) may represent assessment information/data of what would be found in other courses with the targeted GEP designation in the chosen major.	0 points Some discussion of how the results are representative of the program's planned development. Some explanation of why the chosen course(s) may represent assessment information/data of what would be found in other courses with the targeted GEP designation in the chosen major.	0 points No discussion of how the results are representative of the program's planned development. No explanation of why the chosen course(s) may represent assessment information/data of what would be found in other courses with the targeted GEP designation in the chosen major.	
Feedback Completion	Click here when completed			Score and Feedback
Feedback Completion by FLC	0 points			

Overall Score	Meets Expectations 10 or more	Developing Toward Expectations 8 or more	Does Not Meet Expectations 0 or more	Score and Feedback
	◌	◌	◌	✏️ *Overall score will be calculated when all criteria have been assessed.*

☑ Transfer rubric feedback to general feedback for the assignment.

UNIVERSITY OF WISCONSIN-STEVENS POINT
ACTION OF THE COMMON COUNCIL

Date of Standing Committee Action: General Education Committee, 10/20/2017

Date of Common Council Action: 11/1/2017   Vote: **voice votes**

Action of Common Council: The Common Council **approved**/accepted the following:
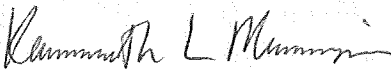
1. **Revision of Global Awareness learning outcomes.**

2. **Revision of Environmental Responsibility learning outcomes**

(see attached)

(X) For your approval   ( ) For your information

___11/7/17___

Date

Kenneth L Menningen

Ken Menningen, Common Council Chair

RECEIVED
UWSP

NOV 0 7 17

Date received by Office of Chancellor _____Chancellor's Office_____

(✓) Approved   ( ) Approved with modification (see below)

( ) Disapproved   ( ) Noted

Comments:

___11-16-17___

Date

Bernie Patterson

Bernie L. Patterson, Chancellor

Please return to Common Council Office within 20 days of receipt.

PROCEDURES FOR PROPOSING NEW OR REVISED UNIVERSITY HANDBOOK POLICY

All University Handbook policies, new or revised, must be prepared and submitted in the format shown below using this template.

*When proposing revision to existing University Handbook text, please go to the University Handbook for the current existing text (https://catalog.uwsp.edu/index.php?catoid=10. The existing text should be used as the foundation for revision with underlining to designate proposed new text and strike out for proposed deletion. To avoid confusion, please make sure to remove hyperlink underlining prior to beginning proposed revisions.

The completed proposal should be forwarded as an electronic MS Word document to the appropriate committee chair. *Please note*, committee chairs set the agenda for their meetings; those submitting proposals will be notified when the proposal will be considered.

☐ **New Policy** – complete items 1, 2, 4 and 5.   ☒ **Revised Policy** – complete items 1-5.

1.	**Proposed or existing location in the University Handbook (i.e., Chapter, Section):**	Chapter 7, section 6 (General Education), Step 4: Structural Components & Measurable Learning Outcomes

2.	**Please indicate who has authority to approve changes to this portion of the University Handbook:**	General Education Committee and Common Council

Existing University Handbook text is available at https://catalog.uwsp.edu/index.php?catoid=10. When proposing revision, use *existing* text and <u>underline</u> to designate proposed new text and ~~strike out~~ for proposed deletions. To avoid confusion, please make sure to remove hyperlink underlining prior to beginning proposed revisions.

3.	**Existing University Handbook text:**	CULTURAL AND ENVIRONMENTAL AWARENESS Courses listed in this area are meant to foster greater awareness of cultural and environmental issues that currently shape today's world as a means of better preparing students for responsible citizenship. Students will complete 3 credits in each area below. But since these courses are intended to be cross-listed as requirements in other parts of the general education curriculum, for most students, they should require no additional credits. Global Awareness Global Awareness courses examine the unique cultural, political, economic, intellectual, and/or religious components of societies, countries, regions, and peoples that are distinct from those found within the United States. By learning about these cultures, students can appreciate the key differences and similarities between diverse modes of human life and reach a better understanding of the human condition on a global scale. Moreover, this understanding will prepare students to act thoughtfully and responsibly in a global society.

Upon completing this requirement, students will be able to:

- Identify and explain various components of a culture that is distinct from those found within the United States.
- Analyze how cultural similarities and differences are negotiated in ways that help shape the modern world.

U.S. Diversity

U.S. Diversity courses are designed to consider the role of diversity in American life, where diversity is defined to include both individual differences (e.g. personality, learning styles, and life experiences) and other group and social differences (e.g. race, gender, ethnicity, country of origin, class, sexual identity/orientation, religion, ability, or other affiliations). Satisfaction of this requirement will prepare students to act thoughtfully and responsibly as a U.S. citizen in a global society. Upon completing this requirement, students will be able to:

- Describe the various dimensions of diversity and marginalization within the United States.
- Explain the means by which one or more persistently marginalized groups in the U.S. have negotiated the conditions of their marginalization.

Environmental Responsibility

Maintaining a sustainable natural environment is necessary to the long-term survival of all organisms, including humans. An understanding of the individual, social, cultural, and natural factors that influence and contribute to environmental sustainability and ecosystem function is, therefore, essential to responsible global citizenship.

Upon completing this requirement, students will be able to:

- Recognize areas of interaction between human society and the natural environment.
- Identify the individual, social, cultural, and ecological factors that influence environmental sustainability.
- Evaluate competing scientific claims that inform environmental debates.

| 4. | Proposed new/revised* University Handbook text: | CULTURAL AND ENVIRONMENTAL AWARENESS Courses listed in this area are meant to foster greater awareness of cultural and environmental issues that currently shape today's world as a means of better preparing students for responsible citizenship. Students will complete 3 credits in each area below. But since these courses are intended to be |

cross-listed as requirements in other parts of the general education curriculum, for most students, they should require no additional credits.

Global Awareness
Global Awareness courses examine the unique cultural, political, economic, intellectual, and/or religious components of societies, countries, regions, and peoples that are distinct from those found within the United States. By learning about these cultures, students can appreciate the key differences and similarities between diverse modes of human life and reach a better understanding of the human condition on a global scale. Moreover, this understanding will prepare students to act thoughtfully and responsibly in a global society.

Upon completing this requirement, students will be able to:

- Identify ~~and explain various~~ the key components ~~of a~~ found within one or more culture~~s~~ that ~~is~~ are distinct from those found ~~within the United States~~ in predominantly English-speaking cultures.
- ~~Analyze how cultural similarities and differences are negotiated in ways that help shape the modern world.~~
- Analyze key forces or processes that contribute to global interconnectedness, and their implications.
- Demonstrate curiosity and empathetic insight about diverse cultural perspectives.

U.S. Diversity
U.S. Diversity courses are designed to consider the role of diversity in American life, where diversity is defined to include both individual differences (e.g. personality, learning styles, and life experiences) and other group and social differences (e.g. race, gender, ethnicity, country of origin, class, sexual identity/orientation, religion, ability, or other affiliations). Satisfaction of this requirement will prepare students to act thoughtfully and responsibly as a U.S. citizen in a global society. Upon completing this requirement, students will be able to:

- Describe the various dimensions of diversity and marginalization within the United States.
- Explain the means by which one or more persistently marginalized groups in the U.S. have negotiated the conditions of their marginalization.

Environmental Responsibility
Maintaining a sustainable natural environment is necessary to the long-term survival of all organisms, including humans. An understanding of the individual, social, cultural, and natural factors that influence and contribute

to environmental sustainability and ecosystem function is, therefore, essential to responsible global citizenship.

Upon completing this requirement, students will be able to:

- ~~Recognize areas of~~ Identify interactions between human society and the natural environment.
- ~~Identify~~ Analyze the individual, social, cultural, and ecological factors that influence environmental sustainability.
- Evaluate competing ~~scientific~~ claims that inform environmental debates.

5.	**Effective date of policy, if different than upon the chancellor's signature:**	Spring semester 2018.

Catalog Revision – Global Awareness and Environmental Responsibility Learning Outcomes

Catalog section "General Education"

<u>Current text</u>

Cultural and Environmental Awareness (0-9 credits)

Courses listed in this area are meant to foster greater awareness of cultural and environmental issues that currently shape today's world as a means of better preparing you for responsible citizenship. You will complete 0-3 credits in each area below. In many cases, courses offered in this area will fulfill one other requirement in the General Education curriculum at the same time, at the Foundation, Investigation, or Integration Levels.

Global Awareness (0-3 credits)

Global Awareness courses examine the unique cultural, political, economic, intellectual, and/or religious components of societies, countries, regions, and peoples that are distinct from those found within the United States. By learning about these cultures, you can appreciate the key differences and similarities between diverse modes of human life and reach a better understanding of the human condition on a global scale. Moreover, this understanding will prepare you to act thoughtfully and responsibly in a global society. Upon completing this requirement, you will be able to:

- Identify and explain various components of a culture that is distinct from those found within the United States.
- Analyze how cultural similarities and differences are negotiated in ways that help shape the modern world.

U.S. Diversity (0-3 credits)

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- Describe the various dimensions of diversity and marginalization within the United States.
- Explain the means by which one or more persistently marginalized groups in the U.S. have negotiated the conditions of their marginalization.

Environmental Responsibility (0-3 credits)

Maintaining a sustainable natural environment is necessary to the long-term survival of all organisms, including humans. An understanding of the individual, social, cultural, and natural factors that influence and contribute to environmental sustainability and ecosystem function is, therefore, essential to responsible global citizenship. Upon completing this requirement, you will be able to:

- Recognize areas of interaction between human society and the natural environment.
- Identify the individual, social, cultural, and ecological factors that influence environmental sustainability.
- Evaluate competing scientific claims that inform environmental debates.

Proposed revision with markup:

Cultural and Environmental Awareness (0-9 credits)

Courses listed in this area are meant to foster greater awareness of cultural and environmental issues that currently shape today's world as a means of better preparing you for responsible citizenship. You will complete 0-3 credits in each area below. In many cases, courses offered in this area will fulfill one other requirement in the General Education curriculum at the same time, at the Foundation, Investigation, or Integration Levels.

Global Awareness (0-3 credits)

Global Awareness courses examine the unique cultural, political, economic, intellectual, and/or religious components of societies, countries, regions, and peoples that are distinct from those found within the United States. By learning about these cultures, you can appreciate the key differences and similarities between diverse modes of human life and reach a better understanding of the human condition on a global scale. Moreover, this understanding will prepare you to act thoughtfully and responsibly in a global society. Upon completing this requirement, you will be able to:

- Identify ~~and explain various~~ the key components ~~of a~~ found within one or more cultures that ~~is~~ are distinct from those found ~~within the United States~~ in predominantly English-speaking cultures.
- ~~Analyze how cultural similarities and differences are negotiated in ways that help shape the modern world.~~
- Analyze key forces or processes that contribute to global interconnectedness, and their implications.
- Demonstrate curiosity and empathetic insight about diverse cultural perspectives.

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<div align="center">

GENERAL EDUCATION COMMITTEE MINUTES
Friday, November 17, 2017
3:00 p.m., SSC 215

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Members Present: V. Barske, <u>M. Bowman</u>, D. Chunyu, D. De Boer, S. DeBot, M. Demchik, D. Dettman, D. Harnett, S. Kaplan, A. Keefe, V. Klekovkina, N. LoPatin-Lummis, K. Schoonaert, R. Stephens, M. Vokoun

Members Absent: C. Chaffin (excused), D. Gilbert (excused), S. Luft (excused), C. Scheder

Guests: L. Bernhagen, L. Gantz, R. Harper, T. Huspeni, K. Weis

I. Call to order at 3:01 PM

II. Secretary of the day: D. Harnett

III. Approval of minutes from Nov. 03, 2017 by consensus

IV. Announcements

- Samantha Kaplan added to Capstone working group (formed 11/03/17).

- One of the new Global Awareness learning outcomes received a minor edit, this was noted and approved by consensus of the committee: Identify the key components found within one or more cultures that are distinct from those found in predominately English-speaking cultures.

V. New Business

1. Revision to learning outcomes for U.S. Diversity. Mary Bowman presented a draft of proposed new USD LOs based on instructor surveys. This draft was discussed, especially the issue of agency in the first outcome, which resulted in the final wording: 'people and institutions … have constructed identities and cultures.' Motion by Dettman/De Boer to approve the following new learning outcomes passed 12-0-0:

- Describe how people and institutions in the United States have constructed identities and cultures based on ability, ethnicity, gender, language, nationality, race, religion, sexuality, socio-economic status, etc.

- Explain how individuals or groups in the U.S. have responded to the experience of discrimination and inequality.

- Demonstrate understanding of and empathetic insight about diverse cultural perspectives in the United States.

2. Endorsement of University Learning Outcomes proposed by the Assessment Subcommittee. Vera Klekovkina presented the proposed University Learning Outcomes that are being proposed for Chapter 1, Section 2 of the *University Handbook*. The GEC had previously discussed earlier versions of these outcomes, with the sense that GEC will endorse the University-level outcomes, but they will not replace the current GEP Program Outcomes listed on the GEP web site. Motion by De Boer/Barske to endorse the University learning outcomes passed 11-0-1.

3. For information, Mary Bowman notified the GEC of the following recent actions touching on GEP-listed programs and courses. There were no objections or other comments by the GEC members.

   - Revisions to Communication in the Major for Resource Management: General Resource Management B.S., and for Resource Management: Resource Management Law Enforcement. (See Resolution 2017-2018-008, pp. 67 and 75)

   - Revisions to Communication in the Major for Social Work B.A., Social Work B.S., Sociology B. A., Sociology B. S.

   - Revision to Communication in the Major for Dietetics 4+1 (BS/MS) option

4. Status report on First-year section concept. A document entitled 'FY/CT Section Planning Document' was included with the meeting agenda. Todd Huspeni explained the current plan is most like Plan 3 of the document. About 10 courses, not necessarily GEP courses, are lined up to teach the CT outcomes in Fall 2018.

5. Status reports from working groups.

   - Nancy LoPatin-Lummis reported that she has sent questionnaires to department chairs to gather input about Comm in the Major revision, in particular about splitting oral and written communication.

   - Vera Klekovkina is gathering information from stakeholders on revision to Assessment procedures.

Barske/Vokoun motioned to extend the meeting by 15 minutes. The motion carried.

VI. Reports

Report from GEP Director – Nancy LoPatin-Lummis reported that she is starting to review the General Education programs for the UW Colleges. There are substantial differences in how the requirements are organized.

Report from Assessment Director – Vera Klekovkina reported that she has issued a new draft of the Year 4 Assessment report. This new draft includes the Experiential Learning activities.

VII. Adjournment at 4:10

PROCEDURES FOR PROPOSING NEW OR REVISED UNIVERSITY HANDBOOK POLICY

All University Handbook policies, new or revised, must be prepared and submitted in the format shown below using this template.

***When proposing revision to existing University Handbook text**, please go to the University Handbook for the current existing text (https://catalog.uwsp.edu/index.php?catoid=10. The existing text should be used as the foundation for revision with underlining to designate proposed new text and strike out for proposed deletion. To avoid confusion, please make sure to remove hyperlink underlining prior to beginning proposed revisions.

The completed proposal should be forwarded as an electronic MS Word document to the appropriate committee chair. *Please note*, committee chairs set the agenda for their meetings; those submitting proposals will be notified when the proposal will be considered.

☐ **New Policy** – complete items 1, 2, 4 and 5.   ☐ **Revised Policy** – complete items 1-5.

1.	**Proposed or existing location in the University Handbook (i.e., Chapter, Section):**	Chapter 7, Section 6: General Education Program, Step 4: Structural Components and Measurable Learning Outcomes

2.	**Please indicate who has authority to approve changes to this portion of the University Handbook:**	General Education Committee and Common Council

Existing University Handbook text is available at https://catalog.uwsp.edu/index.php?catoid=10. When proposing revision, use *existing* text and underline to designate proposed new text and strike out for proposed deletions. To avoid confusion, please make sure to remove hyperlink underlining prior to beginning proposed revisions.

3.	**Existing University Handbook text:**	**CULTURAL AND ENVIRONMENTAL AWARENESS** Courses listed in this area are meant to foster greater awareness of cultural and environmental issues that currently shape today's world as a means of better preparing students for responsible citizenship. Students will complete 3 credits in each area below. But since these courses are intended to be cross-listed as requirements in other parts of the general education curriculum, for most students, they should require no additional credits. **Global Awareness** Global Awareness courses examine the unique cultural, political, economic, intellectual, and/or religious components of societies, countries, regions, and peoples that are distinct from those found within the United States. By learning about these cultures, students can appreciate the key differences and similarities between diverse modes of human life and reach a better understanding of the human condition on a global scale. Moreover, this understanding will prepare students to act thoughtfully and responsibly in a global society. *Upon completing this requirement, students will be able to:*

| | | • Identify and explain various components of a culture that is distinct from those found within the United States. |
| | | • Analyze how cultural similarities and differences are negotiated in ways that help shape the modern world. |

U.S. Diversity

U.S. Diversity courses are designed to consider the role of diversity in American life, where diversity is defined to include both individual differences (e.g. personality, learning styles, and life experiences) and other group and social differences (e.g. race, gender, ethnicity, country of origin, class, sexual identity/orientation, religion, ability, or other affiliations). Satisfaction of this requirement will prepare students to act thoughtfully and responsibly as a U.S. citizen in a global society. *Upon completing this requirement, students will be able to:*

• Describe the various dimensions of diversity and marginalization within the United States.
• Explain the means by which one or more persistently marginalized groups in the U.S. have negotiated the conditions of their marginalization.

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4. **Proposed new/revised* University Handbook text:**

CULTURAL AND ENVIRONMENTAL AWARENESS

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5.	**Effective date of policy, if different than upon the chancellor's signature:**	

Catalog Revision – U. S. Diversity Learning Outcomes

Catalog section "General Education"

<u>Current text</u>

Cultural and Environmental Awareness (0-9 credits)

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<u>Motion by Assessment Coordinator to GEC, for November 17th meeting</u>

<u>For Action</u>: Endorse the proposed University Learning Outcomes with placement in *University Handbook*, Chapter 1, Section 2 - University of Wisconsin-Stevens Point: General Information, right after 'Mission Statements.'

Mission Statement and Values

Through the discovery, dissemination and application of knowledge, UW-Stevens Point fosters intellectual growth, provides a broad-based education, models community engagement and prepares students for success in a diverse and sustainable world.

UW-Stevens Point University Learning Outcomes

Each of the undergraduate major areas of study offered at UW-Stevens Point has explicit expectations for student learning, which differ from major to major. All undergraduate students at UW-Stevens Point share a series of university learning outcomes, encompassing all aspects of university life from academic programs to co-curricular activities and campus life.

Upon completion of undergraduate studies at UW-Stevens Point and with a diligent effort on their part, students will be able to:

I.   Demonstrate critical thinking, quantitative, and communication skills necessary to succeed in a rapidly changing global society.
II.   Display broad knowledge of the physical, social, and cultural worlds as well as the methods by which this knowledge is produced.
III.   Examine ways in which responsible global citizenship involves personal accountability, social equity, and environmental sustainability.
IV.   Integrate knowledge, methods, and practices in a chosen field of study to address real-world challenges and opportunities.
V.   Apply knowledge and skills, working in cross-disciplinary ways to solve problems.